



NATIONAL FIRE PROTECTION ASSOCIATION

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AGENDA

NFPA Correlating Committee on Professional Qualifications (PQU-AAC) NFPA 1000, 1006, 1033, 1140, 1225 Pre-Second Draft Meeting (CustA2026)

July 18, 2025

The meeting is scheduled from 10:00 am to 2:00 pm (Eastern).

Agenda order is subject to change.

Web/Teleconference

To join the meeting, please contact Jenny Depew, jdepew@nfpa.org

1. **Call to order.** Ed Hawthorne.
2. **Introductions.** See committee roster attached.
3. **Chair report.** Ed Hawthorne.
4. **Staff liaison report.** Bob Fash.
5. **Previous meeting minutes.** Professional Qualification Recommendations Meeting October 22, 2024. See attached.
6. **NFPA 1000 Pre-Second Draft. First draft report posted at www.nfpa.org/1000next.**
 - a. Review public input, committee input, and first revisions.
 - i. TC on Accreditation and Certification for Fire Service, Public Safety, and Related Personnel to Professional Qualifications Standards. Chair Vacant.
 - b. Develop public comments.
7. **NFPA 1006 Pre-Second Draft. First draft report posted at www.nfpa.org/1006next.**
 - a. Review public input, committee input, and first revisions.
 - i. TC on Rescue Technician Professional Qualifications. Shawn Haynes.
 - b. Develop public comments.
8. **NFPA 1033 Pre-Second Draft. First draft report posted at www.nfpa.org/1033next.**
 - a. Review public input, committee input, and first revisions.
 - i. TC on Fire Investigator Professional Qualifications. Daniel Heenan.
 - b. Develop public comments.
9. **NFPA 1140 Pre-Second Draft. First draft report posted at www.nfpa.org/1140next.
*Committee scope is limited to Chapters 1-9 with associated Annex A, and Annexes B-I.***
 - a. Review public input, committee input, and first revisions.
 - i. TC on Wildland Fire Management. Jim Stumpf.
 - b. Develop public comments.

10. NFPA 1225 Pre-Second Draft. First draft report posted at www.nfpa.org/1225next.

Committee scope is limited to Chapters 1-11 with associated Annex A, and Annexes B-E.

a. Review public input, committee input, and first revisions.

i. TC on Public Safety Telecommunicator Professional Qualifications. Jay Dornseif.

b. Develop public comments.

11. Other Business

12. Future meetings.

13. Adjournment.

Address List No Phone

07/03/2025

Robert Fash

PQU-AAC

Professional Qualifications

Edward M. Hawthorne	M 03/20/2023	Brian R. Brauer	E 12/08/2015
Chair DFW Dynamics 2012 Fairway Bend Drive Haslet, TX 76052-2804 American Petroleum Institute	PQU-AAC	Principal University of Illinois Fire Service Institute Building 0294, Room 114 11 Gerty Drive Champaign, IL 61820-7404 National Board on Fire Service Professional Qualifications Alternate: Robert W. Rand	PQU-AAC
Andrew J. Byrnes	SE 04/09/2025	Alec Feldman	SE 04/08/2015
Principal Utah Valley University 3131 Mike Jense Parkway Provo, UT 84601	PQU-AAC	Principal Fulcrum Consultants 47 Rathfarnham Park Dublin, D14 KX78 Ireland JOIFF-International Organisation for Industrial Hazard Management	PQU-AAC
Douglas P. Forsman	L 1/1/1990	Richard Galtieri	U 8/9/2012
Principal Fairfield Bay Fire Department 601 Woodlawn Drive, #36 Fairfield Bay, AR 72088	PQU-AAC	Principal Spokane Fire Department 44 W. Riverside Spokane, WA 99201	PQU-AAC
Adam J. Goodman	SE 04/03/2019	Scott M. Gorgon	L 04/02/2020
Principal S-E-A Limited 795 Cromwell Park Drive Suite N Glen Burnie, MD 21061	PQU-AAC	Principal International Association of Fire Fighters (IAFF) 1750 New York Avenue NW Washington, DC 20006-5395	PQU-AAC
R. Kirk Hankins	U 3/1/2011	Forest Herndon, Jr.	SE 04/14/2021
Principal Fire Consulting & Case Review International, Inc. 6360 E. Breezewood Drive Columbia, MO 65202 International Association of Arson Investigators, Inc.	PQU-AAC	Principal MERE M-PACT Solutions 137 Somerset Drive Willingboro, NJ 08046	PQU-AAC
Scott D. Kerwood	M 04/17/2024	Bill Slosson	E 11/30/2016
Principal Hutto Fire Rescue 501 Exchange Boulevard PO Box 175 Hutto, TX 78634 International Fire Service Training Association	PQU-AAC	Principal Washington State Patrol P.O. Box 42642 Olympia, WA 98504-2642	PQU-AAC

Address List No Phone

07/03/2025

Robert Fash

PQU-AAC

Professional Qualifications

Philip C. Stittleburg	L 10/23/2003	Christopher A. Toten	E 4/4/2017
Principal	PQU-AAC	Principal	PQU-AAC
La Farge Fire Department 114 South State Street La Farge, WI 54639-0009 National Volunteer Fire Council Alternate: David W. Lewis		US Department Of Navy Deputy Air Operations Officer 1 Fuller Road, Suite 121 NAS Meridian, MS 39309	
David W. Lewis	L 10/23/2013	Robert W. Rand	E 04/02/2020
Alternate	PQU-AAC	Alternate	PQU-AAC
533 Oakton Road Odenton, MD 21113-1336 National Volunteer Fire Council Principal: Philip C. Stittleburg		Nat'l Board On Fire Service Prof. Qualifications 14 Boardman Street Westborough, MA 01581 Principal: Brian R. Brauer	
Stephen P. Austin	L 1/18/2001	Preet Bassi	C 08/08/2019
Nonvoting Member	PQU-AAC	Nonvoting Member	PQU-AAC
Cumberland Valley Volunteer Firemen's Association Emergency Responder Safety Institute 460 Polly Drummond Hill Road Newark, DE 19711 TC on Traffic Control Incident Management Pro Qual		Center For Public Safety Excellence 4501 Singer Court, Suite 180 Chantilly, VA 20151 TC on Fire Service Analysts and Informational Technical Specialist	
John S. Cunningham	U 10/28/2014	Jay Dornseif, III	M 10/28/2014
Nonvoting Member	PQU-AAC	Nonvoting Member	PQU-AAC
Nova Scotia Firefighters School 48 Powder Mill Road Waverley, NS B2R 1E9 Canada TC on Fire Fighter Pro Qual		Priority Dispatch Corporation 427 Pacific Commons Drive Myrtle Beach, SC 29575 TC on Public Safety Telecommunicator Pro Qual	
Richard A. Dunn	E 04/14/2021	Richard C. Edinger	SE 12/07/2018
Nonvoting Member	PQU-AAC	Nonvoting Member	PQU-AAC
SC State Firefighters' Association 111 Westpark Boulevard PO Box 211725 Columbia, SC 29210 TC on Fire Officer Pro Qual		1005 Mary Read Drive North Myrtle Beach, SC 29582 TC on Hazardous Materials Response Personnel	
Ronald R. Farr	C 4/4/2017	Dave E. Hanneman	SE 12/02/2020
Nonvoting Member	PQU-AAC	Nonvoting Member	PQU-AAC
Plainwell Fire Department 1226 107th Avenue Otsego, MI 49078 TC on Electrical Inspection Practices		Self Employed 3543 North Chatterton Way Boise, ID 83713 TC on Incident Management Pro Qual	

Address List No Phone

07/03/2025

Robert Fash

PQU-AAC

Professional Qualifications

Shawn Haynes	SE 12/04/2024	Daniel P. Heenan	SE 04/17/2024
Nonvoting Member	PQU-AAC	Nonvoting Member	PQU-AAC
Haywood Community College		Fire Investigation USA, LLC	
34 Rolling Oaks Drive		2564 Misty Olive Avenue	
Asheville, NC 28806-3942		Henderson, NV 89052	
TC on Rescue Technician Pro Qual		TC on Fire Investigator Pro Qual	
Robert J. James	SE 08/17/2015	Randy J. Krause	E 4/10/2012
Nonvoting Member	PQU-AAC	Nonvoting Member	PQU-AAC
Ione Rose Consulting		Port of Seattle Fire Department	
3225 S. Sonoma Street		2400 South 170th Street	
Flagstaff, AZ 86005		Seattle, WA 98158	
TC on Building Fire and Life Safety Director Professional Qualifications		TC on Fire Service Occupational Safety and Health	
Shea Pursell	U 4/9/2025	Jim Stumpf	SE 10/27/2009
Nonvoting Member	PQU-AAC	Nonvoting Member	PQU-AAC
Sacramento Metropolitan Fire District		Organizational Quality Associates	
4425 Dudley Boulevard		2431 North Phoenix Lane	
McClellan, CA 95652		Meridian, ID 83646-8311	
TC on Emergency Vehicle Mechanic Technicians Pro Qual		TC on Wildfire Suppression Pro Qual	
Robert D. Taylor	U 12/06/2019	Nancy J. Trench	M 10/28/2014
Nonvoting Member	PQU-AAC	Nonvoting Member	PQU-AAC
Coal Users Group		8004 NW 127th Place	
4294 Martha Court		Oklahoma City, OK 73142-2211	
Newburgh, IN 47630-0002		TC on Public Fire Educator Pro Qual	
TC on Industrial Fire Brigades Pro Qual			
Paul Valentine	M 04/12/2022	Robert Fash	10/24/2016
Nonvoting Member	PQU-AAC	Staff Liaison	PQU-AAC
Zurich Insurance North America		National Fire Protection Association	
6664 Chick Evans		1 Batterymarch Park	
Woodridge, IL 60517		Quincy, MA 02169-7471	
TC on Fire Marshal Pro Qual			



NATIONAL FIRE PROTECTION ASSOCIATION

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MINUTES

Correlating Committee for Professional Qualifications Professional Qualifications Guideline Recommendations Meeting (Custom ERRS Annual 2026)

October 22, 2024

10:00 am – 12:00 pm Eastern

Teleconference/ MS Teams

1. **Call to order.** Ed Hawthorne, chair, called the meeting to order at 10:05 am on 10-22-24.
2. **Introductions.** Attendees introduced themselves and identified their affiliation and NFPA staff took attendance. Attendance is recorded in Table 1.
3. **Chair report.** Ed Hawthorne welcomed attendees and provided an overview of the meeting.
4. **Staff liaison report.** Robert Fash provided an overview of the standards development process, Correlation Committee role and responsibilities and the revision cycle schedules. CC members reminded to have Alternates. The CC is always accepting applications for members (need to be a Professional Qualification TC member first). (presentation attached)
5. **Previous meeting minutes.** The minutes from the NFPA 1020 Second Draft Meeting (Custom ERRS Group 4) and NFPA 1082 First Draft Meeting (Custom ERRS Group 5) July 30-31, 2024, were approved without revision.
6. **Discussion on NFPA 470, *Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders, Job Task Analysis and Job Performance Requirements.***
 - a. Presentation on the NFPA 470 by the JPR task group leads for the HAZ-AAA Technical Committee.
 - i. Correlating Committee reviewed the problem statement and justifications for consolidating the competency and professional qualification chapters in NFPA 470.
 - ii. Discussion on the proposed template and direction the HAZ-AAA TC will follow for the first draft of NFPA 470.
 - iii. Examples on finished proposed consolidated chapters and proposed changes to other positions presented by the HAZ-AA task group.
 - iv. The CC gave support on the direction the technical committee is proposing for the first draft of NFPA 470.
7. Discussion on the path forward for implementing the recommended guidelines and training of the correlating committee to technical committees and other stakeholders.
8. Discussion on the upcoming first draft meeting for Group 1 professional qualification standards in Denver.

- a. Coaches from the CC will be in attendance in Denver to assist technical committees.

9. Other Business. None.

10. Future meetings. The correlating committee is planning for a virtual meeting in 2026 to review the first drafts of Group 1 professional qualification standards.

11. Adjournment. The meeting was adjourned at 11:59 am on 10-22-2024.

Table 1 Meeting Attendance.

	Name	Employer/Organization Represented	Interest Category	October 22
Chair	Ed Hawthorne	DFW Dynamics <i>Rep. American Petroleum Institute</i>	M	V
Principals	Brian Brauer	University of Illinois Fire Service Institute <i>Rep. National Board on Fire Service Professional Qualifications</i>	E	
	Angus Maclean Duff	Consolidated Fire District 2	U	
	Alec Feldman	Fulcrum Consultants <i>Rep. JOIFF-International Organisation for Industrial Hazard Management</i>	SE	V
	Douglas Forsman	Fairfield Bay Fire Department	L	
	Richard Galtieri	Spokane Fire Department	U	
	Scott M. Gorgon	<i>Rep. International Association of Firefighters</i>	SE	V
	R. Kirk Hankins	Fire Consulting & Case Review International, Inc. <i>Rep. International Association of Arson Investigators, Inc.</i>	SE	
	Forest Herndon	MERE M-PACT Solutions	SE	V
	Scott Kerwood	Hutto Fire Rescue <i>Rep. International Fire Service Training Association</i>	M	
	Bill Slosson	Washington State Patrol	U	V
	Philip C. Stittsburg	La Farge Fire Department <i>Rep. National Volunteer Fire Council</i>	L	V
	Christopher Toten	US Department of the Navy	E	V
	Charles "Randy" Watson	S-E-A, Ltd.	SE	
Alternates	Adam J. Goodman <i>Alt. to Charles "Randy" Watson</i>	S-E-A, Ltd.	SE	V
	David W. Lewis <i>Alt. to Philip C. Stittsburg</i>	<i>Rep. National Volunteer Fire Council</i>	L	
	Robert W. Rand <i>Alt. to Brian R. Brauer</i>	<i>Rep. Nat'l Board On Fire Service Prof. Qualifications</i>	E	V
Nonvoting Members	Stephen P. Austin	Chair – PQU-TCM	L	
	Preet Bassi	Chair – PQU-FSA	C	V
	Alan W. Conkle	Chair – PQU-EVM	M	V
	John S. Cunningham	Chair – PQU-FFQ	U	V
	Jay Dornseif	Chair – PQU-PST	M	
	Richard Dunn	Chair – PQU-FOF	E	
	Richard C. Edinger	Chair – HAZ-AAA	SE	V
	Ronald R. Farr	Chair – EEP-AAA	C	
	Dave Hanneman	Chair – PQU-ICM	SE	
	Dan Heenan	Chair – PQU- FIV	SE	
	Vacant	Chair – PQU-RES	-	
	Ronald L. Hopkins	Chair – PQU-FSI	SE	
	Robert J. James	Chair – BLF-AAA	R/T	V
	Randy J. Krause	Chair – FIX-AAA	E	
	Vacant	Chair – PQU-FIS	-	
	Vacant	Chair – PQU-ACF	-	

	Name	Employer/Organization Represented	Interest Category	October 22
	Jim Stumpf	Chair – WFM-AAA	SE	V
	Robert Taylor	Chair – PQU-IFB	U	V
	Nancy J. Trench	Chair – PQU-PFE	M	V
	Paul Valentine	Chair – PQU-FMA	M	
NFPA Staff	Robert Fash	National Fire Protection Association	-	V
	Chelsea Rubadou	National Fire Protection Association	-	V
	Nicole Cassells	National Fire Protection Association	-	V
	Ken Holland	National Fire Protection Association	-	V
Guests	Andy Byrnes	Utah Valley University – HAZ-AAA	-	V
	Tony Mussorfiti	IAFF-FDNY HAZ-AAA	-	V
	Michael Higgins	Center for Public Safety Excellence PQU-ACF	-	V
	Tracey Johnson	CTC Director, Illinois Fire Service Institute	-	V
	Alan Joos	State of Nebraska Fire Marshal – Training Division	-	V
	Vilma Perex-Atwood	International Association of Firefighters	-	V

27 Participated virtually



Public Input No. 2-NFPA 1000-2024 [Section No. 1.1]

1.1 Scope.

This standard establishes the minimum criteria for the following:

- (1) Accrediting bodies (language that distinguishes this from accrediting bodies like CFAI that accredit fire departments).
- (2) Assessment and validation of the process used to certify fire service, public safety, and related personnel to professional qualifications standards
- (3) Nonengineering, fire-related, academic, degree-granting programs offered by institutions of higher education

Statement of Problem and Substantiation for Public Input

While I do not have proposed language, I would recommend distinguishing accrediting bodies noted here from those that accredit fire departments

Submitter Information Verification

Submitter Full Name: Preet Bassi

Organization: Center For Public Safety Excellence

Street Address:

City:

State:

Zip:

Submittal Date: Thu Sep 05 12:54:07 EDT 2024

Committee: PQU-ACF

Committee Statement

Resolution: The technical committee identified that the recommendation is outside the scope of the technical committee and the scope of the document. The term accrediting body is defined specifically for use in the NFPA1000 document. Annex A, Section 1.3.1 also provides guidance on the role of the document.



Public Input No. 1-NFPA 1000-2024 [New Section after 3.3]

CREDENTIALING

Add definition for professional credentialing distinct from test-based certification

Statement of Problem and Substantiation for Public Input

Recommend adding definition for credentialing to distinguish assessment-based certification from portfolio-based credentialing

Submitter Information Verification

Submitter Full Name: Preet Bassi

Organization: Center For Public Safety Excellence

Street Address:

City:

State:

Zip:

Submittal Date: Thu Sep 05 12:51:47 EDT 2024

Committee: PQU-ACF

Committee Statement

Resolution: The term credentialing is not used within the document.



Public Input No. 3-NFPA 1000-2024 [Section No. D.1]

D.1 Purpose.

The purpose of this annex is to provide an overview of the concept of accreditation for institutions and/or programs. The outline covers a brief description of the activity and the process. The outcomes of accreditation are intended to ensure quality for the learner, the educational institution or program, and, ultimately, the public. Accreditation by a recognized accrediting body serves as a significant indicator that an institution and/or program is meeting established standards and stated objectives.

(Need to distinguish from accreditation of fire departments e.g. CFAI).

Statement of Problem and Substantiation for Public Input

While I don't have the proposed text, I recommend expanding this section to distinguish from accreditation of organizations, e.g. CFAI.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 2-NFPA 1000-2024 [Section No. 1.1]</u>	

Submitter Information Verification

Submitter Full Name: Preet Bassi
Organization: Center For Public Safety Excellence
Street Address:
City:
State:
Zip:
Submittal Date: Thu Sep 05 12:57:48 EDT 2024
Committee: PQU-ACF

Committee Statement

Resolution: The submitter should provide a public comment to outline how organizations such as CFAI and their process relates to the NFPA1000 standard.



Public Input No. 4-NFPA 1000-2024 [Section No. E.2.1]

E.2.1 NFPA Publications.

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

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

NFPA 470, *Hazardous Materials Standards for Responders*, 2022 edition.

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2019 edition.

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

NFPA 1003, *Standard for Airport Fire Fighter Professional Qualifications*, 2019 edition.

NFPA 1006, *Standard for Technical Rescue Personnel Professional Qualifications*, 2021 edition.

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

NFPA 1022, *Standard for Fire and Emergency Service Analyst Professional Qualification*, 2024 edition.

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

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

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

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

NFPA 1071, *Standard for Emergency Vehicle Technician Professional Qualifications*, 2020 edition.

NFPA 1081, *Standard for Facility Fire Brigade Member Professional Qualifications*, 2018 edition.

NFPA 1140, *Standard for Wildland Fire Protection*, 2022 edition.

NFPA 1225, *Standards for Emergency Services Communications*, 2022 edition.

NFPA 1500[™], *Standard on Fire Department Occupational Safety, Health, and Wellness Program*, 2021 edition.

NFPA 1521, *Standard for Fire Department Safety Officer Professional Qualifications*, 2020 edition.

Statement of Problem and Substantiation for Public Input

Add new standard

Submitter Information Verification

Submitter Full Name: Preet Bassi

Organization: Center For Public Safety Excellence

Street Address:

City:**State:****Zip:****Submittal Date:** Thu Sep 05 13:00:11 EDT 2024**Committee:** PQU-ACF

Committee Statement

Resolution: FR-1-NFPA 1000-2025**Statement:** The technical committee recognizes the new standard NFPA 1022 and NFPA1585 as important resources for fire service agencies.



Committee Input No. 2-NFPA 1000-2025 [Global Input]

Technical committee is considering changing the title of the standard to:
Standard for Fire Service Professional Qualifications for Accreditation, Certification, and Degree Granting Programs.

Submitter Information Verification

Committee: PQU-ACF

Submittal Date: Tue Jan 21 14:18:41 EST 2025

Committee Statement

Committee Statement: The technical committee is evaluating a change to the title of the standard to include degree granting programs. Public input is being sought on this potential change.

Response Message: CI-2-NFPA 1000-2025



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M E M O R A N D U M

TO: Technical Committee on Accreditation and Certification for Fire Service,
Public Safety, and Related Personnel to Professional Qualifications
Standards

FROM: Jenny Depew, *Committee Administrator*

DATE: March 14, 2025

SUBJECT: NFPA 1000 First Draft TC FINAL Ballot Results (CustA2026)

According to the final ballot results, all ballot items received the necessary affirmative votes to pass ballot.

13 **Members Eligible to Vote**

6 **Members Not Returned** (*Barron, Hawthorne, Hirst, Nickel, Jimmy Smith, Joshua Smith*)

The attached report shows the number of affirmative, negative, and abstaining votes as well as the explanation of the vote for **each** revision.

To pass ballot, **each** revision requires: (1) a simple majority of those eligible to vote and (2) an affirmative vote of $\frac{2}{3}$ of ballots returned. See Sections 3.3.4.3.(c) and 4.3.10.1 of the ***Regulations Governing the Development of NFPA Standards***.



First Revision No. 11-NFPA 1000-2025 [Section No. 2.3]

2.3 Other Publications.

Merriam-Webster's Collegiate Dictionary, 11th edition, Merriam-Webster, Inc., Springfield, MA, ~~2003~~ 2020 .

"16 Firefighter Life Safety Initiatives," National Fallen Firefighters Foundation, P.O. Drawer 498, Emmitsburg, MD 21727, 2004, reaffirmed ~~2014~~ 2024 .

Submitter Information Verification

Committee: PQU-ACF

Submittal Date: Fri Jan 31 10:59:01 EST 2025

Committee Statement

Committee Statement: NFFF 16 FLSI were reaffirmed in 2024

Response Message: FR-11-NFPA 1000-2025

Ballot Results

✓ **This item has passed ballot**

13 Eligible Voters

6 Not Returned

7 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Barron, Robert Michael

Hawthorne, Edward M.

Hirst, Ben A.

Nickel, Sheri

Smith, Jimmy L.

Smith, Joshua J.

Affirmative All

Cunningham, John S.

Geislinger, Rob

Higgins, James Michael

Johnson, Jennifer L.

MacKay, Thomas Randall

Rand, Robert W.

Sadler, Eldonna M.



First Revision No. 9-NFPA 1000-2025 [Section No. 2.4]

2.4 References for Extracts in Mandatory Sections.

NFPA 600, *Standard on Facility Fire Brigades*, ~~2020~~ 2025 edition.

Submitter Information Verification

Committee: PQU-ACF

Submittal Date: Thu Jan 23 15:37:15 EST 2025

Committee Statement

Committee Statement: The technical committee identified that NFPA 600 has been updated to the 2025 edition.

Response Message: FR-9-NFPA 1000-2025

Ballot Results

✓ **This item has passed ballot**

13 Eligible Voters

6 Not Returned

7 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Barron, Robert Michael

Hawthorne, Edward M.

Hirst, Ben A.

Nickel, Sheri

Smith, Jimmy L.

Smith, Joshua J.

Affirmative All

Cunningham, John S.

Geislinger, Rob

Higgins, James Michael

Johnson, Jennifer L.

MacKay, Thomas Randall

Rand, Robert W.

Sadler, Eldonna M.

**First Revision No. 7-NFPA 1000-2025 [Section No. A.5.2.3(A)]****A.5.2.3(A)**

The certifying entity is responsible for the safety of those individuals who participate in the instructional/examination process. To comply with this requirement, the entity should provide a risk management plan.

An example of an applicable NFPA standard is NFPA ~~1500~~ 1550 .

The National Fallen Firefighters Foundation's "16 Firefighter Life Safety Initiatives" were developed by consensus to reduce ~~fire fighter~~ firefighter deaths and injuries. (See Annex C.)

Submitter Information Verification

Committee: PQU-ACF

Submittal Date: Thu Jan 23 15:32:59 EST 2025

Committee Statement

Committee Statement: NFPA 1500 has been consolidated into NFPA 1550

Response Message: FR-7-NFPA 1000-2025

Ballot Results

✓ **This item has passed ballot**

13 Eligible Voters

6 Not Returned

7 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Barron, Robert Michael

Hawthorne, Edward M.

Hirst, Ben A.

Nickel, Sheri

Smith, Jimmy L.

Smith, Joshua J.

Affirmative All

Cunningham, John S.

Geislinger, Rob

Higgins, James Michael

Johnson, Jennifer L.

MacKay, Thomas Randall

Rand, Robert W.

Sadler, Eldonna M.

**First Revision No. 8-NFPA 1000-2025 [Section No. A.6.2.3(A)]****A.6.2.3(A)**

The degree-granting program is responsible for the safety of those individuals who participate in the instructional/examination process. To comply with this requirement, the program should have a risk management plan.

An example of an applicable NFPA standard is NFPA ~~4500~~ 1550 .

The National Fallen Firefighters Foundation's "16 Firefighter Life Safety Initiatives" was developed by consensus to reduce firefighter deaths and injuries. (*See Annex C.*)

Submitter Information Verification

Committee: PQU-ACF

Submittal Date: Thu Jan 23 15:34:26 EST 2025

Committee Statement

Committee Statement: NFPA 1500 has been consolidated into NFPA 1550.

Response Message: FR-8-NFPA 1000-2025

Ballot Results

✓ **This item has passed ballot**

13 Eligible Voters

6 Not Returned

7 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Barron, Robert Michael

Hawthorne, Edward M.

Hirst, Ben A.

Nickel, Sheri

Smith, Jimmy L.

Smith, Joshua J.

Affirmative All

Cunningham, John S.

Geislinger, Rob

Higgins, James Michael

Johnson, Jennifer L.

MacKay, Thomas Randall

Rand, Robert W.

Sadler, Eldonna M.



First Revision No. 10-NFPA 1000-2025 [Chapter B]

Annex B ~~Explanation of the Understanding~~ Professional Qualifications Standards and ~~Concepts of Job Performance Requirements~~ (JPRs).

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

B.1 Definitions.

Accrediting Body . A voluntary, nongovernmental association that administers accrediting procedures for entities that certify individuals to fire service professional qualifications standards, or programs granting degrees in nonengineering fire/emergency services–related fields.

Certifying Entity . An organization that is accredited to award certification to individuals.

Cognitive Assessment Methodology . Cognitive written (knowledge) assessment methodology is used to evaluate a candidate's subject matter knowledge using a written test in which the candidate is required to provide specific answers to specific questions related to the job performance requirement (JPR), requisite knowledge (RK), or requisite skill (RS), of the standard and level to which the candidate is seeking certification. These responses are then securely scored in relation to the answer that has been determined to be correct through the local validation process.

Document Review . A process by which records are evaluated by an accredited agency to ensure a candidate meets RK and RS prior to, or concurrent with, JPR evaluation. This process can be used in lieu of testing the RK or RS. The following can be utilized to fulfill RK and RS under a document review protocol: certifications (accredited or nonaccredited), proof of completion of training (course completion or training records), licenses (FAA, EMS, others), experience (life learning), or other (subject to stakeholder approval).

Educators . Individuals and/or groups that provide instruction in a higher educational environment. This includes vocational/technical schools, community colleges, and colleges/universities, for the purpose of providing courses that satisfy degree or certificate requirements.

Portfolio Verification . A process used to determine compliance with the JPRs or objectives of the appropriate standard/level by verifying documentation of the candidate's experience, training, and education. A list of acceptable documents or items for each JPR would be predetermined. Examples include coursework at an educational center, participation in a certain number of investigations, and testifying at court.

Publisher . An organization that produces and/or releases for distribution textbooks, curricula, test items, and so forth in multiple media formats for education and training purposes.

Process Assessment Methodology . Used to evaluate a candidate's ability to use mental activity to perform a cognitive skill. An evaluator cannot directly observe this mental process. The trained evaluator grades the student in real time, using identified scoring criteria such as a rubric that can facilitate interrater reliability by allowing the evaluator to differentiate consistently between different degrees of candidate performance. There could be more than one acceptable outcome.

Product Assessment Methodology . Used to evaluate a candidate's ability to perform a cognitive skill that cannot be directly observed but is evaluated on how an individual completes the task outcome. The student is given an assignment that requires the application of knowledge to yield a product. A trained evaluator scores this product after it is submitted. The product is graded using identified scoring criteria such as a rubric.

Psychomotor Assessment Methodology . Used to evaluate a candidate's ability to perform physical tasks in a real-time skills performance evaluation. Candidates are required to correctly perform the physical task/skill identified by the critical components of the JPR and are evaluated on their directly observed performance. Correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.

Requisite Knowledge and Requisite Skills (RK and RS) . The necessary knowledge and skills the individual should have prior to or concurrently with being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Recertification . The process by which an individual maintains proficiency or certifies again, prior to the expiration of his/her certification.

Renewal . The process by which an individual certifies again, after the expiration of his/her certification.

Rubric . A scoring guide used to evaluate the quality of candidates' constructed responses listing as a minimum the criteria or characteristics that a candidate's performance should exhibit and describing specific quality levels for those criteria.

Trainer. Individuals or groups that provide instruction of knowledge and skills in a technical and/or vocational environment. This includes state fire training systems, county/regional training systems, and local fire department training units, for the purpose of providing basic and advanced level training.

B.2 Explanation of the Professional Qualifications Standards and the Concepts of Job Performance Requirements (JPRs) .

The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for emergency services personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

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

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

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

B.3 The Parts of a JPR.

B.3.1 Critical Components.

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

- (1) Task to be performed, partial description using an action verb (See [Figure B-2.4](#) [Figure B.3.1](#) for examples of action verbs used in the creation of JPRs.)
- (2) Tools, equipment, or materials that are to be provided to complete the task
- (3) Evaluation parameters and performance outcomes

Figure B.3.1 Examples of Action Skill Verbs.

The figure displays two identical tables of action verbs, with the top one marked 'DELETED'. The tables are organized into five rows representing skill levels and five columns representing task types. The rows are: 1 Pre-operational, 2 Basic Skill Application, 3 Superior Skills, 4 Skills Bridging, and 5 Creation and Evaluation. The columns are: Analyze, Assess, Arrange, Assemble, Build, Change, Compare, Communicate, Create, Diagnose, Design, Develop, Demonstrate, Evaluate, Explain, Implement, Inspect, Investigate, Maintain, Monitor, Operate, Organize, Plan, Prepare, Present, Produce, Record, Repair, Represent, Respond, Restore, Retain, Review, Select, Sequence, Support, Sustain, Teach, Test, Train, Transport, and Verify.

[Table B-2.4](#) [Table B.3.1](#) gives an example of the critical components of a JPR.

Table B.3.1 Example of a JPR

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

B.3.1.1 The Task to Be Performed.

The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished. The action verb must be used in context with the rest of the JPR.

B.3.1.2 Tools, Equipment, or Materials That Should Be Provided for Successful Completion of the Task.

This component ensures that all the individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what should be provided in order for the individual to complete the task.

B.3.1.3 Evaluation Parameters and Performance Outcomes.

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

B.3.2 Requisite Knowledge and Skills.

In addition to ~~these the~~ three components of a JPR, ~~a JPR describes there are~~ requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual ~~should would~~ have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.3.3 Examples.

With the components and requisites combined, a JPR might be similar to the two examples in ~~B.2.3.1~~ B.3.3.1 and ~~B.2.3.2~~ B.3.3.2.

B.3.3.1 Example: Firefighter I.

~~Perform overhaul at~~ Overhaul a fire scene, given PPE, an attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished. [1010: 6.3.13]

(A) Requisite Knowledge.

~~Knowledge of types~~ Types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, obvious signs of area of origin or signs of arson, and reasons for protection of fire scene. [1010: 6.3.13(A)]

(B) Requisite Skills.

The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment. [1010: 6.3.13(B)]

B.3.3.2 Example: Fire and Life Safety Educator II.

Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all ~~the~~ program needs. [1030: 10.2.1]

(A) Requisite Knowledge.

~~Knowledge of budgetary~~ Budgetary process; governmental accounting procedures; federal, ~~tribal~~, state, and local laws; organizational bidding process; and organization purchase requests. [1030: 10.2.1(A)]

(B) Requisite Skills.

~~The ability to estimate~~ Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests. [1030: 10.2.1(B)]

B.4 ~~Potential Uses for JPRs~~ The Use of JPRs by Primary Stakeholders .**B.4.1 Accrediting Bodies.**

The accrediting body utilizes JPRs to establish the minimum criteria a certifying entity can utilize in the evaluation of certification candidates at a specific job level.

The accrediting body should also assure the certifying body assesses the JPRs in a manner consistent with the entity's approved methodologies and the requirements found in NFPA 1000.

B.4.2 Certification Entities .

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

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

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

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

This performance-based evaluation would utilize assessment methodologies such as cognitive, psychomotor, product, and process. Other assessment methodologies could be utilized if approved by the accrediting body.

Portfolio verification is not an assessment methodology and can be utilized to fulfill some or all JPRs.

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPR in order to complete the task.

Table B.4.2 Table B-3-4 provides examples of how assessment methodologies can be utilized by a certifying body.

Table B.4.2 Assessment Methodology Sample Utilization

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Methodology is Likely... Method</u>
Knowledge/facts <i>Action verb examples:</i> identify, define, list, cite, state, choose, name	A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs <i>Examples:</i> multiple choice, sequencing, true/false, fill-in-the-blank	Responses are scored in relation to the answer that has been determined to be correct.	Cognitive
A manipulative skill in real time <i>Action verb examples:</i> climb, build, perform, raise, haul, don	A skills test to evaluate a candidate's ability to perform physical tasks in real time <i>Examples:</i> donning SCBA, raising ladders, tying rescue knots	The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.	Psychomotor (skills)
A cognitive skill that cannot be directly observed; the application of knowledge to yield a product <i>Action verb examples:</i> develop, create, write	A work product created by the candidate usually outside of the classroom setting <i>Examples:</i> creating a budget, report, proposal, lesson plan, incident action plan	Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission. Used to differentiate consistently between different degrees of candidate performance.	Product

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Methodology is Likely... Method</u>
A mental activity to perform a cognitive skill in real time that cannot be directly observed	Candidate performs the activity in the presence of the evaluator; the verbalization of mental thought <u>with the explanation of mental thought, as necessary.</u> "First, I..., then I..., " etc.	Scoring rubric with questions and expected verbal responses.	Process
<i>Action verb examples:</i> inspect, investigate	<i>Examples:</i> performing an inspection, conducting an investigation	Used to differentiate consistently between different degrees of candidate performance.	
Documentation of the candidate's experience, training, and education against all JPRs	A list of acceptable documents or items for each and every JPR	This portfolio is evaluated using criteria that have been identified by the agency.	Portfolio
<i>Action verb examples</i> : attend, participate, testify	<i>Examples:</i> coursework at training or college; participation in a certain number of investigations; testifying at court		

B.4.3 Curriculum Development and Training Design and Evaluation (Publishers, Trainers, and Educators) .

Publishers develop training materials for the fire and emergency service organizations including but not limited to certification test items and JPR correlation tables. They convert JPRs into instructional objectives and develop content to meet the intent of the standard and the training needs of the intended audience. Requisite knowledge and skills are converted into terminal and enabling objectives that define the material's content.

The publisher's goal is to best meet the training needs by publishing materials that meet the intent of the applicable standard. Subject matter experts (authors) use the objectives developed from the JPR as a roadmap to develop content. Review and validation of the material ensures the appropriate objectives to support those developed by training entities. Textbook content includes best practices within the fire and emergency services and the most up-to-date technology.

The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These statements ~~should~~ would be converted into instructional objectives with behaviors, conditions, and the degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are used to identify what students ~~should~~ would do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors would be able to clarify performance expectations and avoid confusion caused by ~~the use of~~ using statements designed for purposes other than teaching. Instructors would also be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

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

B.4.3.1 Example: Converting a Firefighter I JPR into an Instructional Objective.

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

JPR: ~~Perform overhaul~~ Overhaul at a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Instructional Objective (Cognitive): ~~The Firefighter I will identify~~ Identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

Instructional Objective (Psychomotor): ~~The Firefighter I will demonstrate~~ Demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

B.4.3.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective.

~~This~~ These instructional ~~objective is just one~~ objectives are two of several instructional objectives that could be written to support the terminal objective based on the JPR.

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

Instructional Objective (Cognitive): ~~The Fire and Life Safety Educator II will list~~ List and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

Instructional Objective (Psychomotor Process): ~~The Fire and Life Safety Educator II will lead~~ Lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

B.5 Other Uses for JPRs.

While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, as well as ~~a number of~~ other potential uses. These areas might include the following:

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

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Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
Pro_Qual_Annex_B_revised_January_2025_A26_-Final_Draft_-1000.docx	Boilerplate annex updated for NFPA 1000	
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Ballot Results

✔ This item has passed ballot

- 13 Eligible Voters
- 6 Not Returned
- 7 Affirmative All
- 0 Affirmative with Comments
- 0 Negative with Comments
- 0 Abstention

Not Returned

- Barron, Robert Michael
- Hawthorne, Edward M.
- Hirst, Ben A.
- Nickel, Sheri
- Smith, Jimmy L.
- Smith, Joshua J.

Affirmative All

- Cunningham, John S.
- Geislinger, Rob
- Higgins, James Michael
- Johnson, Jennifer L.
- Mackay, Thomas Randall
- Rand, Robert W.
- Sadler, Eldonna M.



First Revision No. 3-NFPA 1000-2025 [Section No. C.1]

C.1 “16 Firefighter Life Safety Initiatives.”

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

Every year approximately 100 ~~fire fighters~~ firefighters lose their lives in the line of duty in the United States, ~~— about one every 80 hours.~~ about one every 80 hours. They are honored at the annual National Memorial Service in Emmitsburg, Maryland. In 2022, statistics provided by NFPA indicated that a firefighter is injured every 7.5 hours, an 8 percent increase over 2021.

The first Firefighter Life Safety Summit marked ~~a two~~ significant ~~milestone~~ milestones: ~~first for gathering, because it not only gathered~~ all segments of the fire service ~~behind toward~~ a common goal, ~~but it also developed~~ second for developing the “16 Firefighter Life Safety Initiatives: (FLSIs).” ~~The summit~~ Summit attendees agreed that the “16 Firefighter Life Safety Initiatives” 16 FLSIs could serve as a blueprint ~~to reduce line-of-duty~~ for reducing preventable deaths and injuries. In 2014, ~~a second Life Safety Summit was held and more than 300 fire service leaders gathered.~~ At the second Firefighter Life Safety Summit, the “16 Firefighter Life Safety Initiatives” were reaffirmed as being relevant to reduce line of duty deaths and injuries. Subsequent gatherings in Novato, California, in 2007; Tampa, Florida, in 2014; and San Antonio, Texas, in 2021 revisited the initiatives to determine their continued relevance and evaluate progress. Attendees agreed to a five-year cycle of revisiting the 16 FLSIs versus the original ten-year cycle due to advances in fire service training, technology, and evolution. Future gatherings are expected to assess and revise the initiatives, reflecting progress and positive changes in the LODD and injury landscape.

Supplemental Information

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13 Eligible Voters

6 Not Returned

7 Affirmative All
0 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Barron, Robert Michael
Hawthorne, Edward M.
Hirst, Ben A.
Nickel, Sheri
Smith, Jimmy L.
Smith, Joshua J.

Affirmative All

Cunningham, John S.
Geislinger, Rob
Higgins, James Michael
Johnson, Jennifer L.
MacKay, Thomas Randall
Rand, Robert W.
Sadler, Eldonna M.



First Revision No. 4-NFPA 1000-2025 [Section No. E.1.1]

E.1.1 NFPA Publications.

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

~~NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2019 edition.~~

NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024 edition.

NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.

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

~~NFPA 1500™, *Standard on Fire Department Occupational Safety, Health, and Wellness Program*, 2021 edition.~~

NFPA 1550, *Standard for Emergency Responder Health and Safety*, 2024 edition.

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- 7 Affirmative All
- 0 Affirmative with Comments
- 0 Negative with Comments
- 0 Abstention

Not Returned

Barron, Robert Michael

Hawthorne, Edward M.

Hirst, Ben A.

Nickel, Sheri

Smith, Jimmy L.

Smith, Joshua J.

Affirmative All

Cunningham, John S.

Geislinger, Rob

Higgins, James Michael

Johnson, Jennifer L.

MacKay, Thomas Randall

Rand, Robert W.

Sadler, Eldonna M.



First Revision No. 5-NFPA 1000-2025 [Section No. E.1.2]

E.1.2 Other Publications.

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- Shepherd, A., *Hierarchical Task Analysis*. London and New York: Taylor and Francis, 2000.
- Zemke, R., and T. Kramlinger, *Figuring Things Out: A Trainer's Guide to Needs and Task Analysis*. New York: Perseus Books, ~~1993~~ 1982 .

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1000_FR-5_E.1.2.docx		

Submitter Information Verification

Committee: PQU-ACF
Submittal Date: Wed Jan 22 12:42:39 EST 2025

Committee Statement

Committee Statement: References updated to correlate with annex content.
Response Message: FR-5-NFPA 1000-2025

Ballot Results

✔ This item has passed ballot

- 13 Eligible Voters
- 6 Not Returned
- 7 Affirmative All
- 0 Affirmative with Comments
- 0 Negative with Comments
- 0 Abstention

Not Returned

Barron, Robert Michael
Hawthorne, Edward M.
Hirst, Ben A.
Nickel, Sheri
Smith, Jimmy L.
Smith, Joshua J.

Affirmative All

Cunningham, John S.
Geislinger, Rob
Higgins, James Michael
Johnson, Jennifer L.
MacKay, Thomas Randall
Rand, Robert W.
Sadler, Eldonna M.



First Revision No. 1-NFPA 1000-2025 [Section No. E.2.1]

E.2.1 NFPA Publications.

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

NFPA 101[®], *Life Safety Code*[®], 2021 2024 edition.

NFPA 470, *Hazardous Materials/Weapons of Mass Destruction (WMD) Standards Standard for Responders*, 2022 2027 edition.

NFPA 1001, ~~*Standard for Fire Fighter Professional Qualifications*~~, 2019 edition.

NFPA 1002 1006, ~~*Standard for Fire Apparatus Driver/Operator*~~ *Technical Rescue Personnel Professional Qualifications*, 2017 2027 edition.

NFPA 1003, ~~*Standard for Airport Fire Fighter Professional Qualifications*~~, 2019 edition.

NFPA 1006, ~~*Standard for Technical Rescue Personnel Professional Qualifications*~~, 2021 edition.

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

NFPA 1020, *Standard for Fire and Emergency Services Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications*, 2025 edition.

NFPA 1022, *Standard for Fire and Emergency Service Analyst Professional Qualification*, 2024 edition.

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

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 2022 2027 edition.

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

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

NFPA 1071, ~~*Standard for Emergency Vehicle Technician Professional Qualifications*~~, 2020 edition.

NFPA 1081, *Standard for Facility Fire Brigade Member Professional Qualifications*, 2018 2024 edition.

NFPA 1140, *Standard for Wildland Fire Protection*, 2022 2027 edition.

NFPA 1225, ~~*Standards Standard*~~ *for Emergency Services Communications*, 2022 2027 edition.

NFPA 1500[™], ~~*Standard on Fire Department Occupational Safety, Health, and Wellness Program*~~, 2021 edition.

NFPA 1521, ~~*Standard for Fire Department Safety Officer Professional Qualifications*~~, 2020 edition.

NFPA 1585, *Standard for Exposure and Contamination Control*, 2025 edition.

NFPA 1910, *Standard for the Inspection, Maintenance, Refurbishment, Testing, and Retirement of In-Service Emergency Vehicles and Marine Firefighting Vessels*, 2024 edition.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1000_FR-1_E.2.1.docx		

Submitter Information Verification

Committee: PQU-ACF
Submittal Date: Tue Jan 21 12:24:07 EST 2025

Committee Statement

Committee Statement: The technical committee recognizes the new standard NFPA 1022 and NFPA1585 as important resources for fire service agencies.
Response Message: FR-1-NFPA 1000-2025

[Public Input No. 4-NFPA 1000-2024 \[Section No. E.2.1\]](#)

Ballot Results

✔ This item has passed ballot

- 13 Eligible Voters
- 6 Not Returned
- 7 Affirmative All
- 0 Affirmative with Comments
- 0 Negative with Comments
- 0 Abstention

Not Returned

Barron, Robert Michael
Hawthorne, Edward M.
Hirst, Ben A.
Nickel, Sheri
Smith, Jimmy L.
Smith, Joshua J.

Affirmative All

Cunningham, John S.
Geislinger, Rob
Higgins, James Michael
Johnson, Jennifer L.
MacKay, Thomas Randall
Rand, Robert W.
Sadler, Eldonna M.



First Revision No. 6-NFPA 1000-2025 [Section No. E.2.2]

E.2.2 Other Publications.

FESHE National Model Curriculum, NFA, available from the USFA/NFA Higher Education web page. http://usfa.fema.gov/training/nfa/higher_ed/ usfa.fema.gov/nfa/about/feshe/

Submitter Information Verification

Committee: PQU-ACF

Submittal Date: Thu Jan 23 15:29:36 EST 2025

Committee Statement

Committee Statement: Web address updated to point to FESHE Initiative

Response Message: FR-6-NFPA 1000-2025

Ballot Results

✓ **This item has passed ballot**

13 Eligible Voters

6 Not Returned

7 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Barron, Robert Michael

Hawthorne, Edward M.

Hirst, Ben A.

Nickel, Sheri

Smith, Jimmy L.

Smith, Joshua J.

Affirmative All

Cunningham, John S.

Geislinger, Rob

Higgins, James Michael

Johnson, Jennifer L.

MacKay, Thomas Randall

Rand, Robert W.
Sadler, Eldonna M.



Public Input No. 3-NFPA 1006-2023 [Section No. 6.1.1(A)]

(A) Requisite Knowledge.

Resource capabilities and limitations, types and nature of incident hazards, isolation terminology, methods and equipment, implementation techniques, operational requirement concerns, common risks in collapse incidents, risk/benefit analysis methods and practices, construction types and collapse characteristics, 13 building collapse types, subsequent collapse potential and causes, and associated types of technical references.

- What are the 13 building types? Annex E that lists collapse types, depending on how you count them you can have anywhere from 14 - 16.

Statement of Problem and Substantiation for Public Input

Clear defined building types

Submitter Information Verification

Submitter Full Name: Steven Lohse

Organization: Canada Task Force 2

Street Address:

City:

State:

Zip:

Submittal Date: Fri Dec 08 12:11:37 EST 2023

Committee: PQU-RES

Committee Statement

Resolution: FR-4-NFPA 1006-2025

Statement: Referencing a number of collapse types causes confusion and the potential for being out of date with reference materials and best practices.



Public Input No. 10-NFPA 1006-2024 [Section No. 8.1 [Excluding any Sub-Sections]]

Prior to qualification at the awareness level in common passenger vehicle rescue, the individual shall meet the requirements defined in Section 8.1; and, shall meet the requirements for traffic incident management in NFPA 1091 or an equivalent traffic incident management program as determined by the AHJ.

Statement of Problem and Substantiation for Public Input

Beginning at the awareness level any personnel operating at a vehicle rescue incident should have current training in traffic incident management principles. This needs to be called out specifically within this standard to ensure that personnel are being trained appropriately, given the increasing number of responders who are injured/killed in traffic related incidents.

This language is now included in NFPA 1002, Chapter 4 (4.4.1.10).

Submitter Information Verification

Submitter Full Name: Eric Rickenbach
Organization: RescueTechs LLC.
Street Address:
City:
State:
Zip:
Submittal Date: Tue Jul 23 17:49:41 EDT 2024
Committee: PQU-RES

Committee Statement

Resolution: FR-1-NFPA 1006-2025

Statement: This revision clarifies the intent of the requirement to provide specific guidance on the methods of traffic control for safety of responders and public when operating on roads and highways.



Public Input No. 9-NFPA 1006-2024 [Section No. 9.3.3(A)]

(A) Requisite Knowledge.

Types and rated capacities of lifting devices, mechanism of vehicle movement, types of lifting points, types of lifting surfaces, types of cribbing, AHJ policies and procedures, and types of vehicle construction components as they apply to lifting.

Statement of Problem and Substantiation for Public Input

Rescuers should be knowledgeable on the rated capacities of the equipment to ensure that they are not exceeding these capacities.

Submitter Information Verification

Submitter Full Name: Eric Rickenbach
Organization: RescueTechs LLC.
Street Address:
City:
State:
Zip:
Submittal Date: Tue Jul 23 17:32:04 EDT 2024
Committee: PQU-RES

Committee Statement

Resolution: [FR-5-NFPA 1006-2025](#)

Statement: Rescuers should be knowledgeable on the rated capacities of the equipment to ensure that they are not exceeding these capacities.



Public Input No. 12-NFPA 1006-2024 [Sections 10.2.14, 10.2.15, 10.2.16]

Sections 10.2.14, 10.2.15, 10.2.16

10.2.14*

Construct a simple, rope mechanical advantage system, given an incident, representative animal load, an anchor system, life safety rope, carabiners, pulleys, rope grab devices, and rope rescue equipment, so that the system constructed accommodates the load and reduces the force required to lift the load; operational interference is factored and minimized; the system is efficient; a system safety check is completed; and the system is connected to an anchor system and the load, with recognition a suboptimal static system safety factor (SSSF) might be required to accomplish the rescue.

(A) Requisite Knowledge.

Determination of incident needs as related to choosing simple rope systems, the elements of efficient design for compound rope systems, knot selection, methods for reducing excessive force to system components, evaluation of incident operations as related to interference concerns and setup, rope commands, rigging principles, system safety check procedures, and methods of evaluating system components for compromised integrity.

(B) Requisite Skills.

The ability to determine incident needs as related to choosing simple rope systems, select effective knots, calculate expected loads, evaluate incident operations as related to interference concerns and setup, perform a system safety check, and evaluate system components for compromised integrity.

10.2.15*

Construct a compound rope mechanical advantage system, given an incident, a representative animal load, an anchor system, life safety rope, carabiners, pulleys, rope grab devices, and rope rescue equipment, so that the system constructed accommodates the load and reduces the force required to lift the load; operational interference is factored and minimized; the system is efficient; a system safety check is completed; and the system is connected to an anchor system and the load, with recognition a sub optimal SSSF might be required to accomplish the rescue.

(A) Requisite Knowledge.

Determination of incident needs as related to choosing compound rope systems, the elements of efficient design for compound rope systems, knot selection, methods for reducing excessive force to system components, evaluation of incident operations as related to interference concerns and setup, rope commands, rigging principles, system safety check procedures, and methods of evaluating system components for compromised integrity.

(B) Requisite Skills.

The ability to determine incident needs as related to choosing compound rope systems, select effective knots, calculate expected loads, evaluate incident operations as related to interference concerns and setup, perform a system safety check, and evaluate system components for compromised integrity.

10.2.16

Manage a portable highpoint anchor and multiple compound rope mechanical advantage system in a high-angle environment, as a member of a team, given an incident, multiple rope rescue systems incorporating a compound rope mechanical advantage system, a representative animal load to be moved, and a specified minimum travel distance for the load, so that a system safety check is performed; a reset is accomplished, and the movement is controlled; the load can be held in place when needed; operating methods do not stress the system to the point of failure; operational commands are clearly communicated; and potential problems are identified, communicated, and managed.

(A) Requisite Knowledge.

Methods to determine incident needs, types of interference concerns, rope commands, safe operating limits of the portable highpoint anchor, system safety check protocol, procedures for continued evaluation of system components for compromised integrity, common personnel assignments and duties, common commands, methods for controlling a load's movement, system stress issues during operations, animal stress issues during movement, and management methods for common problems.

(B) Requisite Skills.

The ability to determine incident needs, evaluate incident operations as related to interference concerns, complete a system safety check, continually evaluate system components for compromised integrity, direct personnel effectively, operate multiple mechanical advantage systems in balance, communicate commands, analyze system efficiency, manage load movement, and identify concerns.

Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
TIA_1006_21_1.pdf	NFPA 1006 Issued TIA 21-1 - Log No. 1488	

Statement of Problem and Substantiation for Public Input

NOTE: This public input originates from Tentative Interim Amendment No.21-1 (Log 1488) issued by the Standards Council on August 11, 2020 and per the NFPA Regs., needs to be reconsidered by the Technical Committee for the next edition of the Document.

Substantiation: Edits were made during the second draft meeting which relocated the three identified JPRs from the operations level to the technician level. This was an oversight, as rope rescue skills are a critical life safety requirement for animal victims and the rescuers retrieving the animal victims. It is the request that these three JPRs be returned to the operations level section 10.2.

Emergency Nature: The standard contains an error or an omission that was overlooked during the regular revision process. The proposed TIA intends to correct a circumstance in which the revised NFPA Standard has resulted in an adverse impact on a product or method that was inadvertently overlooked in the total revision process or was without adequate technical (safety) justification of the action.

Without return of 10.3.1, 10.3.2, and 10.3.3 to Section 10.2 for the Operations Level, responders may not have the skills required to safely operate the equipment and employ techniques critical to the life safety of the animal victims. This may also negatively influence the safety of rescuers themselves

Submitter Information Verification

Submitter Full Name: NFPA TIA

Organization: TIA

Street Address:

City:

State:

Zip:

Submittal Date: Fri Sep 06 09:57:09 EDT 2024

Committee: PQU-RES

Committee Statement

Resolution: The Technical Committee agrees with the content of the TIA. No revision is needed at this time.



Public Input No. 11-NFPA 1006-2024 [New Section after 18.3.2(B)]

SWR Watermanship Test

The SWR Technician needs to be able to pass the SWR Watermanship Test to demonstrate their proficiency in water and physical fitness level to operate safely in hazardous conditions. The following skills should be a baseline measure for the fitness standard of any in water rescue technicians. A minimum score of 12 is required to pass.

500M Swim (Forward stroke only) This portion is broken down in to 100M Sprints with 1 minute of rest between each 100M. Times are for each 100M sprint. This simulates the short high energy bursts of swimming often associated with SWR.

Under 2 Min = 5pts

2-3 Min = 4pts

3-4 Min = 3pts

More than 4 min = 1pt

800M Rescue/Boogie Board kick with fins.

Under 15 Min = 5pts

15-17 Min = 4pts

17-19 Min = 3pts

Over 20 Min = 1pt

100M Inert Rescue Swimmer Tow (Both victim and rescuer wearing SWR PPE)

Under 2 Min = 5pts

2-3 Min = 4pts

3-4 Min = 3pts

More than 4 Min = 1pt

15 Min water tread with last 2 mins hands out of water.

5pts for successful completion

4pts if you drop your hands once

3pts if you drop your hands twice

Dive and recover 10lbs from 10ft (This is pass/fail)

All events must be completed to pass test. Failure of any 1 event is a failure of the test and candidates would have to retake or fail out of selection.

Statement of Problem and Substantiation for Public Input

IADRS Watermanship test is the only physical profile used for water operations but does not adequately address SWR. This test would help teams standardize the water fitness selection for possible members

Submitter Information Verification

Submitter Full Name: Alexander Beer

Organization: BSO DRT

Street Address:

City:**State:****Zip:****Submittal Date:** Wed Jul 31 18:35:38 EDT 2024**Committee:** PQU-RES

Committee Statement

Resolution: While the committee recognizes the need for this content and agrees with the intent of the submitter, additional work needs to be done before this content is ready to be included in the standard as a requirement. The technical committee is forming a task group to further develop criteria.



Public Input No. 4-NFPA 1006-2023 [Section No. H.2]

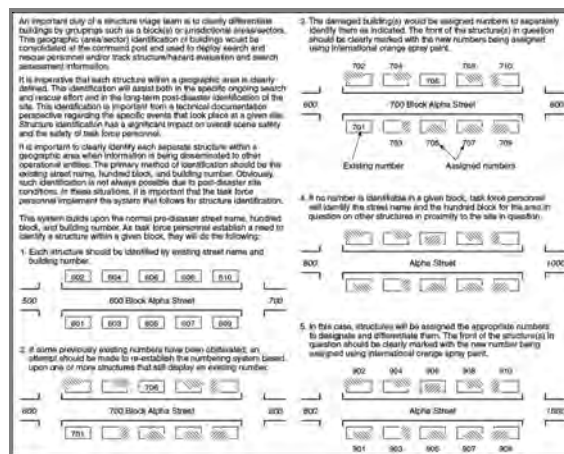
H.2 Structure Identification Marking Within a Geographic Area.

Structure identification within a geographic area is used to differentiate buildings by groups, such as by block(s) or jurisdictional area. It is imperative that personnel clearly identify each structure within a geographic area. This identification will assist both in the specific ongoing search and rescue effort and the long-term, post disaster identification of the site.

International orange spray paint or construction crayon is used to mark buildings with their street number so that personnel can differentiate one building from another. Existing numbers should be used to fill in any unknown numbers. If all numbers are unknown, arbitrary numbers can be used (odd and even used on opposite sides of the street). The primary method of identification should include the existing street name, hundred block, and building number. Such identification is not always possible due to post-disaster conditions. [See Figure H.2(a).]

If at all possible, the existing street name and building number will be used. If some numbers have been obliterated, an attempt should be made to reestablish the numbering based on nearby structures. If no numbers are identifiable on a given block, rescue personnel will assign and identify the street name and numbers based on other structures in the proximity. The structures should then be numbered to differentiate them (using paint or crayon).

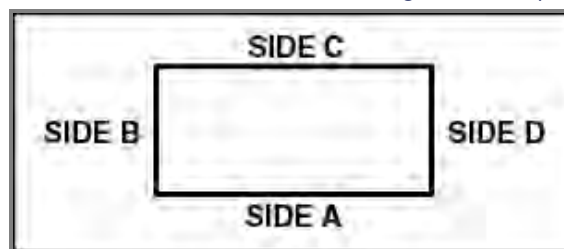
Figure H.2(a) Structure Identification Marking System Within a Geographic Area.



It is also important to identify locations within a single structure. The address side of the building is side A. Other sides of the structure are assigned alphabetically in a clockwise manner from side A around the building. [See Figure H.2(b).]

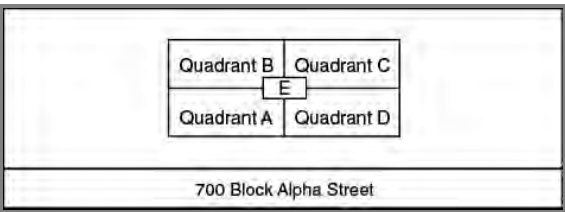
Figure H.2(b) Structure Identification Marking System Within a Geographic Area — Sides of a Single Structure.

(This is FEMA - INSARAG should be shown as well being Side 1 - 4).



The interior of the structure can be divided into quadrants. The quadrants are identified alphabetically in a clockwise manner starting from where the side A and side B perimeter meet. The center core, where all four quadrants meet is identified as quadrant E (i.e., central core lobby, etc.) [See Figure H.2(c).]

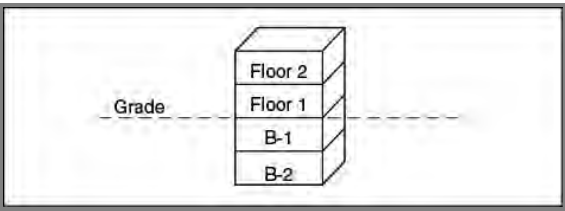
Figure H.2(c) Structure Identification Marking System Within a Geographic Area — Quadrants of a Single Structure.



Multistory buildings must have each floor clearly identified. If not clearly discernable, the floors should be numbers as referenced from the exterior. The grade (or street) level floor is designated floor 1, and moving upward, the second floor would be floor 2, etc. Conversely, the first floor below grade (or street) level would be B-1, the second B-2, etc. For buildings where the street slopes, all at the incident must be informed as to which level will be called the first floor. [See Figure H.2(d).]

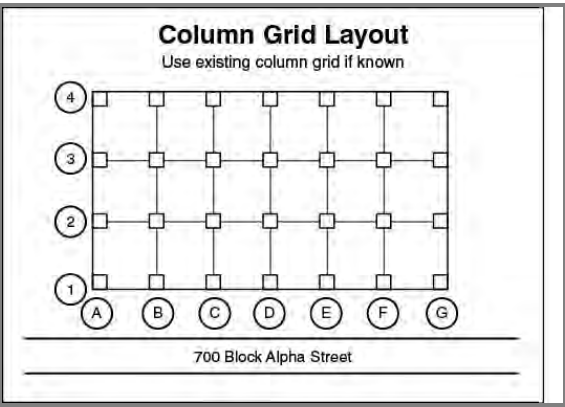
Figure H.2(d) Structure Identification Marking System Within a Geographic Area — Floors in a Single Structure.

(This is FEMA - INSARAG should be shown as well)



If a structure contains a grid of structural columns, they should be marked with 2 foot high, orange letters/numbers to further identify enclosed areas. If plans are available, use the existing numbering system. If plans are not available, letter the columns across the long side (side A in the example) starting from the left, and number the columns along the short side (side B in this example) starting from the front, side A. The story level should be added to each marked column, and be placed below the column locator mark. Example: “FL-2” = Floor 2. [See Figure H.2(e).]

Figure H.2(e) Structure Identification Marking System Within a Geographic Area — Column Grid Layout.



Statement of Problem and Substantiation for Public Input

FEMA and INSARAG are listed in the structural collapse chapter and therefore both should be in this annex.

Submitter Information Verification

Submitter Full Name: Steven Lohse
Organization: Canada Task Force 2
Street Address:

City:**State:****Zip:****Submittal Date:** Fri Dec 08 12:17:12 EST 2023**Committee:** PQU-RES

Committee Statement

Resolution: FR-3-NFPA 1006-2025

Statement: The previous edition text of this section was out of date, and instead of keeping up with the varied revision cadences of multiple documents and sources, the technical committee is more broadly pointing to FEMA and INSARAG as resources for the users of this standard for marking systems. This will reduce potential conflict with editions and revisions, as well as broaden applications internationally.



Public Input No. 5-NFPA 1006-2023 [Section No. H.3]

H.3 Structure/Hazards Evaluation Marking.

This system is designed to identify specific hazards associated with any collapsed structure. Personnel should be cognizant of the nationally accepted marking system and should be proficient in the use of the system.

After performing a building hazard identification, the responder makes a 2 ft × 2 ft (0.6 m × 0.6 m) square box on the building adjacent to the most accessible point of entry into any compromised structure. Paint sticks, lumber crayons or international orange aerosol spray paint can be used for this marking system. Peel and stick labels or stiff paper placards may be used to avoid paint damage. It is important that an effort is made to mark all normal entry points (side A if possible) to a building under evaluation to ensure that rescue personnel approaching the building can identify that it has been evaluated.

Materials and methods used for marking should be coordinated with the AHJ in order to avoid confusion with search and other marking.

The specific markings will be made inside the box to indicate the condition of the structure at the time of the assessment. Any identified hazards will be indicated, outside of the box, on the right side. Placards have space below the box for comments on hazards.

Normally the marking (or placards) would, also, be made immediately adjacent to the entry point identified as lowest risk. An arrow will be placed next to the box indicating the direction of the lowest risk entrance if the structure/hazard evaluation marking must be made somewhat remote from this entrance.

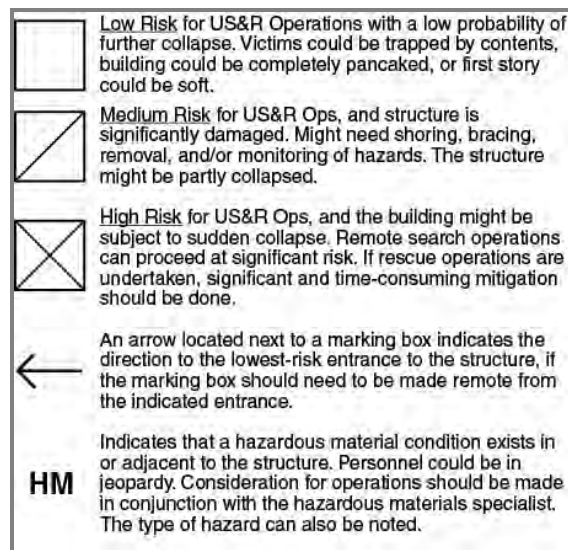
All rescue personnel must be aware of the possibility of, and look for other structure/hazards evaluation marking must be made somewhat remote from this entrance.

As each subsequent assessment is performed throughout the course of the mission, a new time, date, and unit (task force) ID entry will be made below the previous entry, or a completely new marking made if the original information is now incorrect.

The depiction of the various markings is as follows [see Figure H.3(a)]:

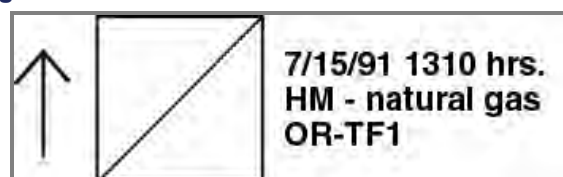
Figure H.3(a) Structure and Hazards Evaluation Marking.

Should be clear that this is a FEMA thing and not an INSARAG



The time, date, and unit ID, are noted outside the box at the right-hand side. This info is made with paint stick or lumber crayon. The paper (or cardboard), stick-on placards may need to be attached using duct tape to assure their positioning. [See Figure H.3(b).]

Figure H.3(b) Marking Detail.



This example is for a medium risk building, and the arrow indicates the direction to the lowest risk entry (possibly a window, upper floor, etc.). Assessment was made on July 15, 1991, at 1:10 p.m. There is an indication of natural gas in the structure. The evaluation was made by the #1 TF from the State of Oregon.

It should be understood that this building would not be entered until the hazmat (natural gas) has been mitigated. When that mitigation is performed, this mark should be altered by placing a line through the HM and adding the time and unit who performed the mitigation. An entirely new mark could also be added when the mitigation is done, or after any change in conditions such as an aftershock. To indicate changed conditions when using labels or placards, one may cross out the hazard if mitigated or just replace the label/placard if appropriate.

Marking boxes may also be placed in each of the specific areas within the structure (i.e., rooms, hallways, stairwells, etc.) to denote hazardous conditions in separate parts of the building.

It should also be noted that the structure/hazards mark might not be made in many situations, such as structures in which rescuers are present at all times during the incident and after hurricanes for very simple structures.

H.3.1 Structure/Hazards Placard.

This placard should be printed on adhesive-backed, 8.5 inch × 11 inch heavy white paper, Rite in the Rain[®] (or equivalent) paper, or light cardboard. Cut in half to obtain two placards. (See Figure H.3.1.)

White color was selected to avoid being confused with the Green-Yellow-Red Placards that are placed during safety evaluation of structures by non-US&R engineers.

Figure H.3.1 Structure/Hazards Placard.

Statement of Problem and Substantiation for Public Input

Clarification of FEMA vs INSARAG

Submitter Information Verification

Submitter Full Name: Steven Lohse

Organization: Canada Task Force 2

Street Address:

City:

State:

Zip:

Submittal Date: Fri Dec 08 12:18:42 EST 2023

Committee: PQU-RES

Committee Statement

Resolution: FR-3-NFPA 1006-2025

Statement: The previous edition text of this section was out of date, and instead of keeping up with the varied revision cadences of multiple documents and sources, the technical committee is more broadly pointing to FEMA and INSARAG as resources for the users of this standard for marking systems. This will reduce potential conflict with editions and revisions, as well as broaden applications internationally.



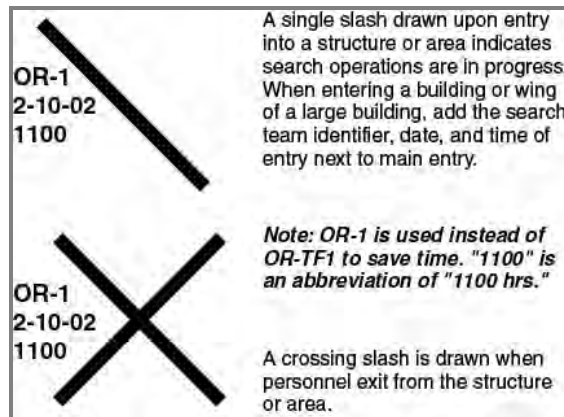
Public Input No. 6-NFPA 1006-2023 [Section No. H.4]

H.4 Search Assessment Marking.

A separate and distinct marking system is necessary to denote information relating to the victim location determinations in the areas searched. This separate search assessment marking system is designed to be used in conjunction with the structure and hazards evaluation marking system. The canine search specialist, technical search specialists, and/or search team manager (or any other search and rescue team member performing the search function) will draw and "X" that is 2 ft x 2 ft (0.6 m x 0.6 m) in size with international orange paint stick, lumber crayon or color spray paint (note that K9 may be adversely effected by the fumes from the spray paint). This X will be constructed in two operations—one slash drawn upon entry into the structure (or room, hallway, etc.) and a second crossing slash drawn upon exit. [See Figure H.4(a).]

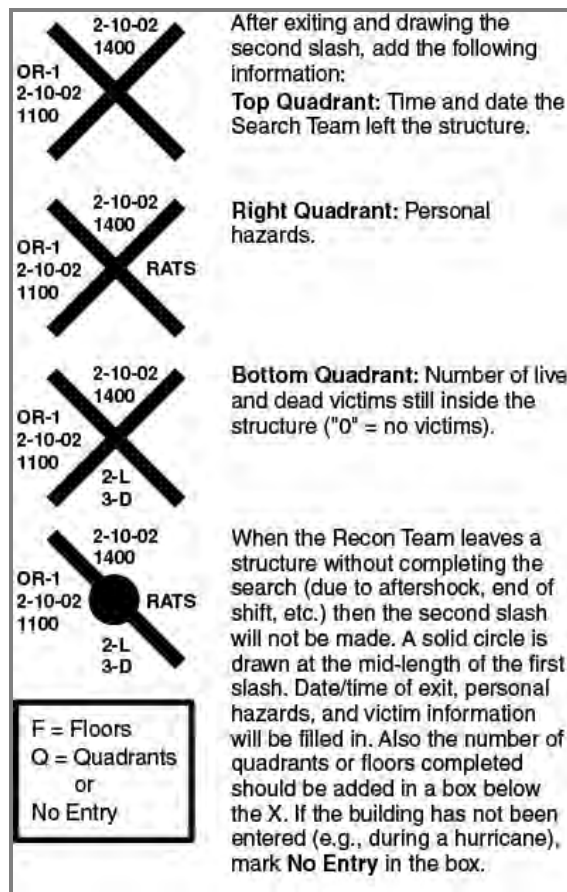
Figure H.4(a) Search Assessment Marking.

Clearly distinguish that this is FEMA's system.



Distinct markings will be made inside the remaining quadrants of the X to clarify denote the search status and findings at the time of this assessment. The marks will be made with carpenter chalk or lumber crayon. The following illustrations define the search assessment marks [see Figure H.4(b)]:

Figure H.4(b) Marking Detail.



In most cases, extemporaneous information will not be conveyed using the marking system. This type of communication will usually take place as a result of face-to-face meetings between search, rescue, and other components of the search and rescue team.

Search markings should be made at each area within a structure, such as rooms, voids, etc., but only information related to the results of the search will be marked upon exiting each space (no time or unit designation).

Statement of Problem and Substantiation for Public Input

Clearly distinguish between FEMA and INSARAG

Submitter Information Verification

Submitter Full Name: Steven Lohse

Organization: Canada Task Force 2

Street Address:

City:

State:

Zip:

Submittal Date: Fri Dec 08 12:19:30 EST 2023

Committee: PQU-RES

Committee Statement

Resolution: [FR-3-NFPA 1006-2025](#)

Statement: The previous edition text of this section was out of date, and instead of keeping up with the varied revision cadences of multiple documents and sources, the technical committee is more broadly pointing to FEMA and INSARAG as resources for the users of this standard for marking systems. This will reduce potential conflict with editions and revisions, as well as broaden applications internationally.



Public Input No. 7-NFPA 1006-2023 [Section No. H.5]

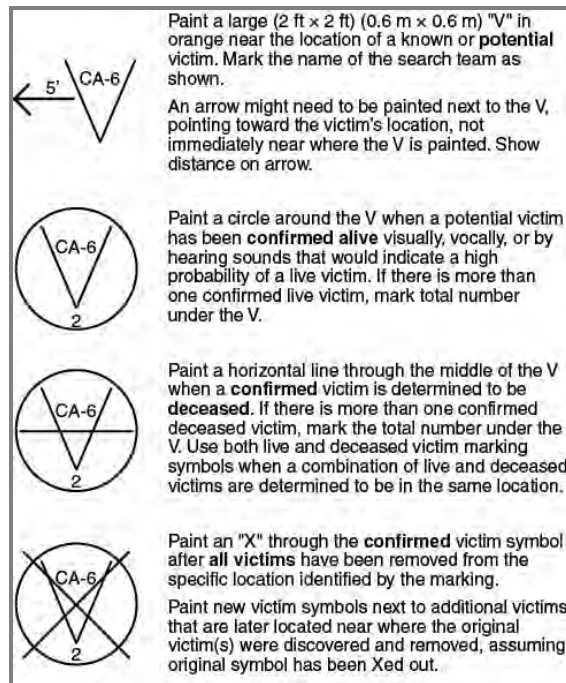
H.5 Victim Location Marking.

During the search function, it is often necessary to identify the location of potential and known victims because debris in the area could completely cover, obstruct, or hide the location of any victims. When a known or potential victim is located and not removed immediately, victim location marking symbols are made by the search team or others aiding the search and rescue operation. These symbols should be made with orange spray paint or orange crayon.

Figure H.5 illustrates the marking system.

Figure H.5 Victim Location Marking System.

Clearly distinguish that this is FEMA's system. Need to include INSARAG's system.



Statement of Problem and Substantiation for Public Input

Include INSARAG victim marking system as FEMA and INSARAG are listed in structural collapse chapter

Submitter Information Verification

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Submittal Date: Fri Dec 08 12:20:07 EST 2023

Committee: PQU-RES

Committee Statement

Resolution: FR-3-NFPA 1006-2025

Statement: The previous edition text of this section was out of date, and instead of keeping up with the varied revision cadences of multiple documents and sources, the technical committee is more broadly pointing to FEMA and INSARAG as resources for the users of this standard for marking systems. This will reduce potential conflict with editions and revisions, as well as broaden applications internationally.



Public Input No. 8-NFPA 1006-2023 [Section No. H.6]

H.6 The United Nations International Search and Rescue Advisory Group (INSARAG).

The search marking system used by the United Nations includes the following:

- (1) Structural marking should be applied on collapsed structures assessed by USAR teams.
- (2) The marking should be placed near the point of entry on the exterior of the collapsed structure that offers the best visibility.
- (3) All assessment results are to be reported to the OSOCC immediately.
- (4) The marking consists of a 3.3 ft × 3.3 ft (1 m × 1 m) square box. (Old standard - revise to show new marking system)
- (5) Inside the box, mark the following:
 - (6) "Go" if deemed safe to enter
 - (7) "No Go" if deemed unsafe to enter
 - (8) Team identification
 - (9) Date and time start
 - (10) Date and time finish
- (11) Outside the box, mark the following:
 - (12) Hazard information (top).
 - (13) Missing persons (bottom).
 - (14) Live victims extricated (left).
 - (15) Dead victims removed (right).
- (16) Additional information
 - (17) When the USAR team has completed work on the structure to its capacity, a circle is drawn around the entire marking.
 - (18) After all work on the structure has been completed and it is confirmed there are no more victims, a horizontal line is drawn through the entire marking. (See Figure H.6).

Figure H.6 INSARAG Marking System.

Old INSARAG marking system, revise to show updated marking system.



Statement of Problem and Substantiation for Public Input

Update to new INSARAG marking system, has been wrong for a couple updates of 1006 now.

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Committee: PQU-RES

Committee Statement

Resolution: [FR-3-NFPA 1006-2025](#)

Statement: The previous edition text of this section was out of date, and instead of keeping up with the varied revision cadences of multiple documents and sources, the technical committee is more broadly pointing to FEMA and INSARAG as resources for the users of this standard for marking systems. This will reduce potential conflict with editions and revisions, as well as broaden applications internationally.



Committee Input No. 14-NFPA 1006-2025 [Global Input]

The committee recognizes that the revisions made during the first draft on chapter 5 will have an impact on other sections of the standard that refer back to chapter 5. The committee will review those references and propose the changes necessary to ensure the content aligns.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Jan 10 14:50:48 EST 2025

Committee Statement

Committee Statement: Substantial technical changes were made to Chapter 5 at first draft and will impact requirements in other sections of the standard.

Response Message: CI-14-NFPA 1006-2025



Committee Input No. 15-NFPA 1006-2025 [Global Input]

As a result of the directive from the professional qualifications correlating committee to conduct a job task analysis and revise JPRs to meet proper formatting, the Technical Committee will be doing a comprehensive analysis of the JPRs throughout the entirety of NFPA 1006 to bring the standard better into compliance with the desired format.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Jan 10 15:00:03 EST 2025

Committee Statement

Committee Statement: As a result of the directive from the professional qualifications correlating committee to conduct a job task analysis and revise JPRs to meet proper formatting, the Technical Committee will be doing a comprehensive analysis of the JPRs throughout the entirety of NFPA 1006 to bring the standard better into compliance with the desired format.

Response Message: CI-15-NFPA 1006-2025



Committee Input No. 9-NFPA 1006-2025 [Global Input]

The committee is seeking input and comments related to the hazards and issues technical rescue personnel might encounter with autonomous, semi-autonomous, remotely operated, and other emerging technology for vehicles and machinery. For the development of JPRs and/or skills and knowledge, the committee is seeking policies and procedures on these issues.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Jan 09 18:11:54 EST 2025

Committee Statement

Committee Statement: Given the emergence of autonomous vehicles and machinery systems as well as other emerging technologies, it is critical that responders are aware of their concurrent hazards and additional render-safe procedures.

Response Message: CI-9-NFPA 1006-2025



Committee Input No. 30-NFPA 1006-2025 [Section No. 3.3.59]

3.3.59 Edge Protection.

A means of protecting software components within a rope rescue system from the potentially harmful effects of exposed sharp or abrasive edges. [1670, 2017]

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 15:41:29 EST 2025

Committee Statement

Committee Statement: These documents are currently in cycle but are expected to finish their Second Draft stage prior to this standard's Second Draft meeting. At the Second Draft stage, the Technical Committee will review the extracts from these documents and will update extracted text as needed.

Response Message: CI-30-NFPA 1006-2025



Committee Input No. 31-NFPA 1006-2025 [Section No. 3.3.174]

3.3.174 Software (Rope Rescue).

A flexible fabric component of rope rescue equipment that can include, but is not limited to, anchor straps, pick-off straps, and rigging slings. [1670, 2017]

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 15:42:32 EST 2025

Committee Statement

Committee Statement: These documents are currently in cycle but are expected to finish their Second Draft stage prior to this standard's Second Draft meeting. At the Second Draft stage, the Technical Committee will review the extracts from these documents and will update extracted text as needed.

Response Message: CI-31-NFPA 1006-2025



Committee Input No. 11-NFPA 1006-2025 [Chapter 7]

Chapter 7 Confined Space Rescue

7.1 Awareness Level.

Prior to qualification at the awareness level in confined space rescue, the individual shall meet the requirements defined in Section 7.1.

7.1.1

Initiate isolation procedures for a specific confined space incident, given scene control barriers, personal protective equipment (PPE), requisite equipment, and available specialized resources, so that all hazards are identified; unauthorized entry to the confined space and adjacent areas are controlled; resource application fits the operational requirements; hazard isolation is considered; risks to rescuers, bystanders, and victims are minimized; and rescue time constraints are taken into account.

(A) Requisite Knowledge.

Resource capabilities and limitations, hazard recognition, isolation methods and terminology, methods for controlling access to the scene, and types of technical references.

(B) Requisite Skills.

The ability to identify resource capabilities and limitations, identify potential hazards to rescuers and bystanders, identify potential paths for entry to the confined space and its adjacent areas, utilize scene entry control methods, place scene control barriers, and operate control and mitigation equipment.

7.1.2

Initiate a search in areas immediately adjacent to the confined space, given hazard-specific PPE, equipment pertinent to search mission, a confined space incident location, and victim investigative information, so that search parameters are established, the victim survival profile is established, the access and egress of all people either involved in the search or already within the search area are questioned and the information is updated and relayed to command, the personnel assignments match their expertise, all victims in the adjacent areas to the confined space are located as quickly as possible, applicable technical rescue concerns are managed, risks to searchers are minimized, and all searchers are accounted for.

(A) Requisite Knowledge.

Local policies and procedures and how to operate in the environment surrounding the area of the confined space access area.

(B) Requisite Skills.

The ability to enter, maneuver in, and exit the adjacent areas to the confined space incident and perform escape from the area if conditions become untenable.

7.1.3*

Communicate with victim(s), given a clear environment and a confined space, so that victim communication is established when possible and information relative to patient condition is documented and conveyed to incoming confined space rescue resources.

(A) Requisite Knowledge.

Victim communication methods appropriate to confined spaces and use of information acquired for initial victim assessment.

(B) Requisite Skills.

Use communication methods that are effective from the outside to the inside of a confined space, identify victim communication needs and use methods for documentation and transfer of victim information.

7.1.4

Perform nonentry rescue, given PPE; an anchored retrieval system attached to a victim located inside a confined space with a clear interior; safety, communication, and operational protocols; and a confined space rescue tool kit, so that the retrieval system is operated to extract the victim, the rescuer is protected from fall hazards when working near unprotected edges, victim communication is established and maintained, the victim is managed through the portal and patient care is initiated on extraction.

(A) Requisite Knowledge.

Principles of operation for retrieval equipment; methods for fall prevention; and safety, communication, medical, and operational protocols.

(B) Requisite Skills.

The ability to use and apply PPE and fall prevention methods, operate nonentry rescue (retrieval) systems and equipment; implement safety, communication, and operational protocols; and use methods for assuring victim passage through the portal without obstruction.

7.1.5

Size up a confined space rescue incident, given background information and applicable reference materials, so that the scope of the rescue is determined, the number of victims is identified, the last reported location of all the victims is established, witnesses and reporting parties are identified and interviewed, resource needs are assessed, primary search parameters are identified, and information required to develop an initial incident action plan is obtained.

(A) Requisite Knowledge.

Types of reference materials and their uses, availability and capability of the resources, elements of an incident action plan and related information, relationship of the size-up to the incident management system, information gathering techniques and how that information is used in the size-up process, and basic search criteria for confined space rescue incidents.

(B) Requisite Skills.

The ability to read technical rescue reference materials, gather information, use interview techniques, relay information, and use information-gathering sources.

7.1.6

Recognize the need for technical rescue resources at an operations- or technician-level incident, given AHJ guidelines, so that the need for additional resources is identified, the response system is initiated, the scene is secured and rendered safe until additional resources arrive, and awareness-level personnel are incorporated into the operational plan.

(A) Requisite Knowledge.

Operational protocols, specific planning forms, types of incidents common to the AHJ, hazards, incident support operations and resources, and safety measures.

(B) Requisite Skills.

The ability to apply operational protocols, select specific planning forms based on the types of incidents, identify and evaluate various types of hazards within the AHJ, request support and resources, and determine the required safety measures.

7.1.7

Support an operations- or technician-level incident, given an incident, an assignment, an incident action plan, and resources from the tool kit, so that the assignment is carried out, progress is reported to command, environmental concerns are managed, personnel rehabilitation is facilitated, and the incident action plan is supported.

(A) Requisite Knowledge.

AHJ operational protocols, hazard recognition, incident management, PPE selection, resource selection and use, and scene support requirements.

(B) Requisite Skills.

The ability to apply operational protocols, function within an incident management system, follow and implement an incident action plan, and report the task progress status to a supervisor or incident command.

7.2 Operations Level.

The job performance requirements defined in Sections 5.2, 7.1, and 7.2 shall be met prior to or during operations-level qualification in confined space rescue.

7.2.1*

Initiate a search inside a confined space in those areas immediately visible from the confined space entry portal, given hazard-specific PPE, equipment pertinent to search mission, a confined space, and victim investigative information, so that search parameters are established; the victim profile is established; the people in or around the search area are questioned and the information is updated and relayed to command; the personnel assignments match their expertise; all victims inside the space that are immediately visible from outside the portal are located and identified quickly; applicable technical rescue concerns are managed; risks to searchers are minimized; and all searchers are accounted for.

(A) Requisite Knowledge.

Local policies and procedures and how to operate in the environment surrounding the area of the confined space access area.

(B) Requisite Skills.

The ability to work in the immediate area of the confined space entry portal and perform immediate escape from the area if conditions become untenable.

7.2.2

Perform size-up of a confined space rescue incident, given background information and applicable reference materials, so that the type of rescue is determined, the number of victims is identified, the last reported location of all victims is established, witnesses and reporting parties are identified and interviewed, resource needs are assessed, search parameters are identified, and information required to develop an incident action plan is obtained.

(A) Requisite Knowledge.

Types of reference materials and their uses, availability and capability of the resources, elements of an action plan and related information, relationship of size-up to the incident management system, and information gathering techniques and how that information is used in the size-up process.

(B) Requisite Skills.

The ability to read technical rescue reference materials, gather information, relay information, and use information gathering sources.

7.2.3*

Conduct monitoring of the environment, given monitoring equipment reference material, PPE, accurately calibrated detection and monitoring equipment, and size-up information, so that a representative sample of the space is obtained, accurate readings are made, readings are documented, and effects of ventilation in determining atmospheric conditions and the conditions of the space have been determined for exposures to existing or potential environmental hazards.

(A) Requisite Knowledge.

Capabilities and limitations of detection and monitoring equipment, ways to confirm calibration, defining confined space configuration as it applies to obtaining a representative sample of space, basic physical properties of contaminants, and how to determine contents of a confined space.

(B) Requisite Skills.

The ability to use and confirm calibration of detection and monitoring equipment and acquire representative samples of space.

7.2.4*

Assess the incident, given size-up information, information from technical resources, monitoring equipment, and PPE required to perform the assessment, so that general area and space-specific hazards are identified, bystanders and victims are interviewed, immediate and ongoing monitoring of the space is performed, the victims' conditions and location are determined, a risk/benefit analysis is performed, methods of ingress and egress for rescuer and victims are identified, rescue systems for victim removal are determined, and an emergency means of retrieval for rescue entrants is established.

(A) Requisite Knowledge.

Use of size-up information and interview techniques; types of PPE; monitoring equipment protocols; rescue and retrieval systems; permit programs; types of and uses for available resources; risk/benefit analysis methods; common hazards and their influence on the assessment; methods to identify egress from and ingress into the space; and processes to identify size, type, and configuration of the opening(s) and internal configuration of the space.

(B) Requisite Skills.

The ability to select and interpret size-up information, conduct interviews, choose and utilize PPE, operate monitoring equipment, identify hazard mitigation options, identify probable victim location, perform risk/benefit analysis, recognize characteristics and hazards of confined spaces, and evaluate specific rescue systems for confined space entry and retrieval of rescuers and victims during confined space incidents.

7.2.5

Control hazards, given PPE and a confined space tool kit, so that the rescue area is established; access to the incident scene is controlled; rescuers are protected from exposure to hazardous materials and atmospheres, all forms of harmful energy releases, and physical hazards; and victims are protected from further harm.

(A) Requisite Knowledge.

PPE; safety protocols; monitoring equipment and procedures; ventilation equipment and procedures; incident hazards; types of hazardous materials exposure risks; forms, sources, and control of harmful energy and physical hazards in the confined space.

(B) Requisite Skills.

The ability to utilize PPE, place scene control barriers, operate atmospheric monitoring equipment, ventilate a confined space, identify dangerous forms of energy, and mitigate physical and atmospheric hazards.

7.2.6*

Apply and use self-contained breathing apparatus (SCBA) as a rescue entrant, given a confined space incident requiring respiratory protection, a rescue assignment, a means of entry into and exit from the space, a rescue attendant outside the space, SCBA, breathing apparatus cylinders, and a confined space, so that the internal configuration of the space is clear and unobstructed so retrieval systems can be utilized for rescuers without possibility of entanglement, the victim can be seen easily from the outside of the space's primary access opening, rescuers can pass easily through the access/egress opening(s) with room to spare when PPE is worn in the manner recommended by the manufacturer, the space can accommodate two or more rescuers in addition to the victim, all hazards in and around the confined space have been identified and can be mitigated by using respiratory protection, the rescue entrant passes through the portal without removal of the SCBA, the assigned rescue duty is performed, the rescue entrant frequently assesses the level of air remaining in the cylinder and communicates this level to rescuers outside of the space, and the rescue entrant exits the space prior to activation of the low-pressure alarm on the SCBA.

(A) Requisite Knowledge.

Capabilities and limitations of SCBA in confined space rescue, breathing air conservation and communication methods appropriate to breathing apparatus use in confined spaces.

(B) Requisite Skills.

The ability to use SCBA in a confined space entry for rescue, use of breathing techniques that will conserve the air supply and use of communication methods that effectively convey information between rescuers inside and outside of the space.

7.2.7*

Apply an atmosphere-supplying respirator to a victim, given a confined space incident requiring respiratory protection, a live victim, an atmosphere-supplying respirator and associated equipment, and a confined space, so that the internal configuration of the space is clear and unobstructed so retrieval systems can be utilized for rescuers without possibility of entanglement; the victim can be easily seen from the outside of the space's primary access opening; rescuers can pass easily through the access/egress opening(s) with room to spare when PPE is worn in the manner recommended by the manufacturer; the space can accommodate two or more rescuers in addition to the victim; all hazards in and around the confined space have been identified and can be mitigated by using respiratory protection; the apparatus face piece is applied rapidly, positioned properly on the face and without air leakage; application of the face piece can be performed simultaneously with spinal precautions; the breathing apparatus unit is securely placed during victim movement so the face piece will not be pulled from the victim's face during movement; the level of air remaining in the victim's breathing apparatus is frequently accessed and communicated; and the victim is removed from the space without interruption of the air supply.

(A) Requisite Knowledge.

Capabilities and limitations of atmosphere supplying respirators (SCBA or SAR) for victims in confined space rescue, expected victim air usage, methods for application of face pieces to victims wearing helmets and for those with spinal injuries, methods for securement of a victim's breathing apparatus unit when packaged in litters, attached to rope rescue systems, or being dragged along a horizontal plane; and communication methods in confined spaces.

(B) Requisite Skills.

The ability to apply a patent air supply to a victim in a confined space rescue, move the victim wearing breathing apparatus without interruption or compromise of their air supply or face piece seal; continuous monitoring of the victim's air supply during operations and use of communication methods that effectively convey information between rescuers inside and outside of the space.

7.2.8*

Perform full spinal immobilization of a victim inside a confined space, given a confined space incident requiring spinal precautions, a victim, full spinal immobilization equipment, a second rescuer to assist, and a confined space, so that the internal configuration of the space is clear and unobstructed so retrieval systems can be utilized for rescuers without possibility of entanglement, the victim can be easily seen from the outside of the space's primary access opening, rescuers can pass easily through the access/egress opening(s) with room to spare when PPE is worn in the manner recommended by the manufacturer, the space can accommodate two or more rescuers in addition to the victim, all hazards in and around the confined space have been identified and can be mitigated by using respiratory protection so that the victim's cervical spine is manually maintained in a neutral position immediately on contact and maintained until the body and head are completely immobilized and secure, victim movement onto the spinal immobilization device creates minimal manipulation of the spine, void spaces between the victim and immobilization device are padded as appropriate, victim securement to the immobilization device will prevent spinal manipulation during movement, and applicable local treatment protocols are followed.

(A) Requisite Knowledge.

Capabilities and limitations of long spine immobilization equipment for victims in confined space rescue, methods for movement of a victim onto a long spine immobilizer with minimum spinal manipulation, methods for securement of a victim's body on a long spine immobilizer, methods for securement of a victim's head on a long spine immobilizer and other long spinal immobilization treatment modalities and procedures.

(B) Requisite Skills.

The ability to maintain manual immobilization of a victim's head during the immobilization process, assist in moving the victim to a long spine immobilizer with only two persons with minimal spinal manipulation, apply void space padding as needed based on the immobilization device and apply and secure the victim's body and head to a long spinal immobilization device.

7.2.9

Prepare for entry into horizontally oriented confined space, given a confined space rescue tool kit and a confined space, so that the internal configuration of the space is clear and unobstructed so retrieval systems can be utilized for rescuers without possibility of entanglement, the victim can be easily seen from the outside of the space's primary access opening, rescuers can pass easily through the access/egress opening(s) with room to spare when PPE is worn in the manner recommended by the manufacturer, the space can accommodate two or more rescuers in addition to the victim, all hazards in and around the confined space have been identified and can be mitigated by using respiratory protection so that victim communication is established when possible, continuous atmospheric monitoring is initiated, rescuer readiness is verified, rescuers' limitations are identified and evaluated, rescuers unsuitable to confined space entry operations are reassigned and replaced, route and methods of entry are determined, and rescuer evacuation is planned.

(A) Requisite Knowledge.

Effects of hazardous atmospheres on victims and rescuers, types and operation of required hazard-specific monitoring equipment, organization protocol for medical and psychological evaluation related to confined space entry, methods of entry into confined spaces in accordance with operational protocols, and rescuer evaluation methods.

(B) Requisite Skills.

The ability to operate monitoring equipment, perform rescuer pre-entry medical exam, evaluate rescuer capabilities and limitations, identify victim communication needs, evaluate for point and route of confined space entry, and select evacuation methods.

7.2.10

Enter a horizontally oriented confined space for rescue, given PPE; safety, communication, and operational protocols; portable lighting; and a confined space rescue tool kit; a retrieval system; and a confined space, so that the internal configuration of the space is clear and unobstructed so retrieval systems can be utilized for rescuers without possibility of entanglement, the victim can be easily seen from the outside of the space's primary access opening, rescuers can pass easily through the access/egress opening(s) with room to spare when PPE is worn in the manner recommended by the manufacturer, the space can accommodate two or more rescuers in addition to the victim, all hazards in and around the confined space have been identified and can be mitigated by using respiratory protection so that the victim is contacted, controlled confined space entry is established and maintained, atmosphere is monitored continuously, the victim's mental and physical conditions are assessed further, the rescue entrant is aided by portable lighting, rescue entrants are attached to retrieval lines at all times, patient care is initiated, the patient is packaged to restrictions of the space, and patient removal can be initiated.

(A) Requisite Knowledge.

Principles of operation for atmospheric monitoring equipment; methods for patient care in confined spaces; portable lighting methods; safety, communication, medical, and operational protocols; and controlled confined space entry and egress procedures for confined spaces.

(B) Requisite Skills.

The ability to use and apply PPE and rescue-related systems and equipment; use portable lighting in a darkened environment; implement safety, communication, and operational protocols; use medical protocols to determine treatment priorities; use medical equipment specific to confined space victim needs; and reassess and confirm mode of operation.

7.2.11*

Package the victim in a litter for removal from a horizontally oriented confined space, given a confined space rescue tool kit, a litter and associated rigging equipment, a space that provides enough internal and external clearance to maneuver a litter in and around the space, so that the victim is secured to the litter, the litter is secured to the rescue system if needed, the litter will pass through the portal, the victim is protected during the extraction, and further harm to the victim is minimized.

(A) Requisite Knowledge.

Spinal management techniques, victim packaging techniques, how to use low-profile packaging devices and equipment, methods to reduce or avoid damage to equipment, and the similarities and differences between packaging for confined spaces and for other types of rescue.

(B) Requisite Skills.

The ability to immobilize a victim's spine; package victims in litters, low-profile devices, and litters; recognize and perform basic management of various traumatic injuries and medical conditions; support respiratory efforts; and perform local treatment modalities as required based on the environment.

7.2.12

Assemble a portable anchor system for application of a high point of attachment to a confined space rescue system given a portable anchor device, additional rescuers to assist in the assembly, and a vertically oriented space with a portal above which to set the portable anchor, so that the portable anchor is assembled in accordance with the manufacturer's recommendations, rescue systems are attached and secured to the anchor device and the portable anchor provides enough clearance above the portal to fully extract a victim packaged in a vertically oriented litter.

(A) Requisite Knowledge.

Capabilities and limitations of portable anchor devices in confined space rescue, assembly procedures for the portable anchor utilized, methods for stabilization of portable anchors to prevent unnecessary movement, force application to portable anchors and proper direction of that force to prevent movement or collapse.

(B) Requisite Skills.

The ability to assemble the portable anchor device with assistance of other rescuers, attach the rescue system to the portable anchor, position the device high enough to provide adequate clearance area above the portal to allow removal of a vertically oriented litter, and operate the system in a way that will keep the portable anchor stable while lifting a load.

7.2.13

Prepare for entry into vertically oriented confined space, given a confined space rescue tool kit and a confined space, so that the internal configuration of the space is clear and unobstructed so retrieval systems can be utilized for rescuers without possibility of entanglement, the victim can be easily seen from the outside of the space's primary access opening rescuers can pass easily through the access/egress opening(s) with room to spare when PPE is worn in the manner recommended by the manufacturer, the space can accommodate two or more rescuers in addition to the victim, all hazards in and around the confined space have been identified and can be mitigated by using respiratory protection so that victim communication is established when possible, continuous atmospheric monitoring is initiated, rescuer readiness is verified, rescuers' limitations are identified and evaluated, rescuers unsuitable to entry operations are reassigned and replaced, route and methods of confined space entry are determined, and rescuer evacuation is planned.

(A) Requisite Knowledge.

Effects of hazardous atmospheres on victims and rescuers, types and operation of required hazard-specific monitoring equipment, organization protocol for medical and psychological evaluation related to entry, methods of entry into confined spaces in accordance with operational protocols, and rescuer evaluation methods.

(B) Requisite Skills.

The ability to operate monitoring equipment, perform rescuer pre-entry medical exam, evaluate rescuer capabilities and limitations, identify victim communication needs, evaluate for point and route of confined space entry, and select evacuation methods.

7.2.14

Enter a vertically oriented confined space for rescue, given PPE; safety, communication, operational protocols; a confined space rescue tool kit; and a confined space, so that the internal configuration of the space is clear and unobstructed so retrieval systems can be utilized for rescuers without possibility of entanglement, the victim can be easily seen from the outside of the space's primary access opening, rescuers can pass easily through the access/egress opening(s) with room to spare when PPE is worn in the manner recommended by the manufacturer, the space can accommodate two or more rescuers in addition to the victim, all hazards in and around the confined space have been identified and can be mitigated by using respiratory protection so that the victim is contacted, controlled confined space entry is established and maintained, atmosphere is continuously monitored, the victim's mental and physical conditions are further assessed, patient care is initiated, the patient is packaged to restrictions of the space, and patient removal can be initiated.

(A) Requisite Knowledge.

Principles of operation for atmospheric monitoring equipment; methods for patient care in confined spaces; safety, communication, medical, and operational protocols; and controlled confined space entry and egress procedures for confined spaces.

(B) Requisite Skills.

The ability to use and apply PPE and rescue-related systems and equipment; implement safety, communication, and operational protocols; use medical protocols to determine treatment priorities; use medical equipment specific to confined space victim needs; and reassess and confirm mode of operation.

7.2.15*

Package the victim in a litter for removal from a vertically oriented confined space, given a confined space rescue tool kit, a vertically oriented litter and associated rigging equipment, a work area that provides enough vertical clearance to extract a vertically oriented litter and a victim, so that the victim is secured to the litter, the litter is secured to the rescue system in a vertically configuration, the litter will pass through the portal, the litter can be raised high enough to clear the portal, the victim is protected during the extraction, and further harm to the victim is minimized.

(A) Requisite Knowledge.

Spinal management techniques, victim packaging techniques, how to use low-profile packaging devices and equipment, methods to reduce or avoid damage to equipment, and the similarities and differences between packaging for confined spaces and for other types of rescue.

(B) Requisite Skills.

The ability to immobilize a victim's spine; package victims in litters, low-profile devices, and litters; recognize and perform basic management of various traumatic injuries and medical conditions; support respiratory efforts; and perform local treatment modalities as required based on the environment.

7.2.16*

Remove a victim from a vertically oriented confined space, given a confined space rescue tool kit, victim harnesses and rigging, a victim who has been discovered to be in respiratory arrest, and conditions inside the space requiring immediate extraction to prevent imminent death of the victim, so that the victim is rapidly secured in an extraction harness, the harness is secured to the rescue system, and the victim is removed from the space.

(A) Requisite Knowledge.

Rapid victim harness application techniques, methods to reduce or avoid damage to equipment, and the similarities and differences between packaging for conditions of imminent danger as compared to those that are stable.

(B) Requisite Skills.

The ability to recognize the immediate threat and need for rapid extraction, and rapid application of victim harnesses and rigging to rescue systems.

7.2.17

Remove all entrants from a confined space, given PPE, rope and related rescue and retrieval systems, personnel to operate rescue and retrieval systems, and a confined space rescue tool kit, so that internal obstacles and hazards are negotiated, all persons are extricated from a space in the selected transfer device, the victim and rescuers are decontaminated as necessary, and the victim is delivered to the EMS provider.

(A) Requisite Knowledge.

Personnel and equipment resource lists, specific PPE, types of confined spaces and their internal obstacles and hazards, rescue and retrieval systems and equipment, operational protocols, medical protocols, EMS providers, and decontamination procedures.

(B) Requisite Skills.

The ability to select and use PPE, select and operate rescue and retrieval systems used for victim removal, utilize medical equipment, and use equipment and procedures for decontamination.

7.2.18*

Terminate a technical rescue operation, given an incident scenario, assigned resources, and site safety data so that rescuer risk and site safety are managed, scene security is maintained and custody transferred to a responsible party, personnel and resources are returned to a state of readiness, record-keeping and documentation occur, and post-event analysis is conducted.

(A) Requisite Knowledge.

Incident Command functions and resources, hazard identification and risk management strategies, logistics and resource management, personnel accountability systems, and AHJ-specific procedures or protocols related to personnel rehab.

(B) Requisite Skills.

Hazard recognition, risk analysis, use of site control equipment and methods, use of data collection and management systems, and use of asset and personnel tracking systems.

7.3 Technician Level.

The job performance requirements defined in Sections 7.2 and 7.3 shall be met prior to or during technician-level qualification in confined space rescue.

7.3.1

Initiate a search inside a confined space in those areas not immediately visible from the confined space entry portal, given hazard-specific PPE, confined space rescue entrant(s) to perform the search, equipment pertinent to search mission, a confined space, and victim investigative information, so that search parameters are established; the victim profile is established; search result information is acquired and relayed to command; the personnel assignments match their expertise; all victims inside the space are located and identified quickly; applicable technical rescue concerns are managed; risks to searchers are minimized; and all searchers are accounted for.

(A) Requisite Knowledge.

Local policies and procedures and how to operate inside the confined space.

(B) Requisite Skills.

The ability to work inside the confined space; communicate with rescuers outside the confined space portal; and, when possible, perform self-rescue if conditions become untenable.

7.3.2

Preplan a confined space incident, given applicable guidelines and regulations and a preplan form, so that a standard approach is used during a confined space rescue emergency, hazards are recognized and documented, isolation methods are identified and documented, all accesses to the location of the confined space entry opening are identified and documented, all types of confined space entry openings are identified and documented, and internal configurations and special resource needs are documented for future rescuer use.

(A) Requisite Knowledge.

Operational protocols, specific preplan forms, types of hazards common to jurisdictional boundaries, hazards that should and must be identified on preplans, isolation methods and issues related to preplanning, issues and constraints relating to the types of confined space openings, internal configuration special resource needs of a confined space, and applicable legal issues.

(B) Requisite Skills.

The ability to select a specific preplan form; draft or draw a sketch of confined spaces; complete supplied forms; identify and evaluate various configurations of confined spaces, access points, confined space entry openings, isolation procedures, and energy control locations; recognize general and site-specific hazards; document all data; and apply all regulatory compliance references.

7.3.3

Apply and use supplied-air respirators (SARs) as a rescue entrant, given a confined space incident requiring respiratory protection, a rescue assignment, a means of entry into and exit from the space, a rescue attendant outside the space, personnel to manage air lines outside of the space, a SAR, a breathing air supply system with air lines to supply the SAR, breathing apparatus cylinders, personnel to monitor and maintain the air supply system, and a confined space, so that the internal configuration of the space will not create entanglement hazards when using air lines, the victim cannot be seen from the outside of the space's primary access opening, the portal size and configuration will not allow a rescuer to pass through the access/egress opening(s) using SCBA when worn in the manner recommended by the manufacturer, all hazards in and around the confined space have been identified and might be mitigated by using respiratory protection so that the rescue entrant passes through the portal without removal of the SAR and the assigned rescue duty is performed.

(A) Requisite Knowledge.

Capabilities and limitations of SAR in confined space rescue, breathing air conservation, air-line management and communication methods appropriate to breathing apparatus use in confined spaces.

(B) Requisite Skills.

The ability to use SAR in a confined space entry for rescue, use of breathing techniques that will conserve the air supply, manage airlines while working within the space and use of communication methods that effectively convey information between rescuers inside and outside of the space.

7.3.4*

Perform short spinal immobilization of a victim inside a confined space, given a confined space incident requiring spinal precautions, a stable victim, a short spinal immobilization device, a second rescuer to assist, and a confined space, so that the portal size or internal configuration will not allow the application of a full spine immobilization device, all hazards in and around the confined space have been identified and might be mitigated by using respiratory protection so that the victim's cervical spine is manually maintained in a neutral position immediately on contact and maintained until the short immobilization device is completely applied and secure, victim movement onto the spinal immobilization device creates minimal manipulation of the spine, void spaces between the victim and immobilization device are padded as appropriate, victim securement to the immobilization device will reduce spinal manipulation during movement, and applicable local treatment protocols are followed.

(A) Requisite Knowledge.

Capabilities and limitations of short spine immobilization equipment for victims in confined space rescue, methods for movement of a victim onto a long spine immobilizer with minimum spinal manipulation, methods for securement of a victim onto a short spine immobilizer, methods for securement of a victim's head on a short spine immobilizer, and other short spinal immobilization treatment modalities and procedures.

(B) Requisite Skills.

The ability to maintain manual immobilization of a victim's head during the immobilization process, assist in moving the victim to a short spine immobilizer with only two persons with minimal spinal manipulation, apply void space padding as needed based on the immobilization device, and apply and secure the victim's upper body and head to a short spinal immobilization device.

7.3.5

Prepare for entry into the confined space with a hazardous atmosphere, given a confined space with a hazardous atmosphere, atmosphere-supplied respirators, and a confined space tool kit, so that entry can be made into a confined space that contains one or more of the following characteristics: the internal configuration of the space could create entanglement hazards and retrieval might not be effective, the victim cannot be seen from the outside of the space's primary access opening, the portal size and configuration will not allow a rescuer to pass through the access/egress opening(s) using SCBA when worn in the manner recommended by the manufacturer, all hazards in and around the confined space have been identified and can be mitigated by using respiratory protection so that continuous atmospheric monitoring is initiated, the atmosphere is assessed to be manageable with atmosphere-supplying respirators, victim communication is established when possible, atmosphere-supplying respirators are used by rescue entrants while within the space, atmosphere-supplying respirators are rapidly applied to the victim, rescuer readiness is verified, rescuers' limitations are identified and evaluated, rescuers unsuitable to entry operations are reassigned and replaced, route and methods of confined space entry are determined, and rescuer evacuation is planned.

(A) Requisite Knowledge.

Effects of hazardous atmospheres on victims and rescuers, types and operation of required hazard-specific monitoring equipment, types and operation of required atmosphere supplying respirators, organization protocol for medical and psychological evaluation related to confined space entry, methods of entry into confined spaces with hazardous atmospheres in accordance with operational protocols, and rescuer evaluation methods.

(B) Requisite Skills.

The ability to operate monitoring equipment, perform rescuer pre-entry medical exam, evaluate rescuer capabilities and limitations, identify victim communication needs, evaluate for point and route of confined space entry, and select evacuation methods.

7.3.6

Enter a confined space with atmospheric hazards, given hazard-specific PPE; safety, communication, and operational protocols; a confined space with a hazardous atmosphere; a confined space rescue tool kit so that the victim is contacted; and a confined space, so that the internal configuration of the space could create entanglement hazards and retrieval might not be effective, the victim cannot be seen from the outside of the space's primary access opening, the portal size and configuration will not allow a rescuer to pass through the access/egress opening(s) using SCBA when worn in the manner recommended by the manufacturer, all hazards in and around the confined space have been identified and can be mitigated by using respiratory protection so that a controlled confined space entry is established and maintained, the atmosphere is continuously monitored, the rescuers and patient(s) are protected from the hazards, the victim's mental and physical conditions are further assessed, patient care is initiated, the patient is packaged to restrictions of the space, and patient removal can be initiated.

(A) Requisite Knowledge.

Principles of operation for atmospheric monitoring equipment; methods for patient care in confined spaces; application of hazard-specific PPE; safety, communication, medical, and operational protocols; and controlled confined space entry and egress procedures for confined spaces.

(B) Requisite Skills.

The ability to use and apply hazard-specific PPE and rescue-related systems and equipment; implement safety, communication, and operational protocols; use medical protocols to determine treatment priorities; use medical equipment specific to confined space victim needs; and reassess and confirm mode of operation.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Jan 10 11:12:38 EST 2025

Committee Statement

Committee Statement: The Technical Committee considers that the Confined Space requirements in Chapter 7 may need an extensive revision due to potential changes being made to the Confined Space chapter in NFPA 2500 and advances in mechanical rescue systems such as the self-retracting lifeline. These revisions may also impact Rope JPRs in Chapter 5. The committee plans to conduct a comprehensive analysis of the needs of Confined Space rescuers and adjust the standard accordingly, and they are seeking public comment from this community to help resolve this issue.

Response Message: CI-11-NFPA 1006-2025



NATIONAL FIRE PROTECTION ASSOCIATION

The leading information and knowledge resource on fire, electrical and related hazards

M E M O R A N D U M

TO: Technical Committee on Rescue Technician Professional Qualifications

FROM: Jenny Depew, *Committee Administrator*

DATE: May 20, 2025

SUBJECT: NFPA 1006 First Draft FINAL Ballot Results (CustA2026)

According to the final ballot results, all ballot items received the necessary affirmative votes to pass ballot.

38 **Members Eligible to Vote**

12 **Members Not Returned** (*Brink, Burrero, Carpenter, Ciccotelli, Creel, DeLuca Jr., Dubnow, Kitchel, McGovern, Sproul, Wailgum, Watkins*)

The attached report shows the number of affirmative, negative, and abstaining votes as well as the explanation of the vote for **each** revision.

To pass ballot, **each** revision requires: (1) a simple majority of those eligible to vote and (2) an affirmative vote of $\frac{2}{3}$ of ballots returned. See Sections 3.3.4.3.(c) and 4.3.10.1 of the ***Regulations Governing the Development of NFPA Standards***.



First Revision No. 29-NFPA 1006-2025 [Global Input]

Wherever text is extracted from NFPA 1670, it needs to be changed to NFPA 2500. The edition referenced is 2022 and the reference sections have been updated accordingly.

There are five exceptions:

3.3.58 requires a CI, do not change as part of this global.

3.3.68 will stay as 1670 until review at second draft.

3.3.153.1 will stay as 1670 until review at second draft.

3.3.167 will stay as 1670 until review at second draft.

3.3.174 requires a CI, do not change as part of this global.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 15:36:24 EST 2025

Committee Statement

Committee Statement: This revision updates extracted text in accordance with the Extract Policy. For substantiation on any changes, see the first and second draft reports for the source document.

Response Message: FR-29-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 2-NFPA 1006-2025 [New Section after 1.3.12]

1.3.13*

Individuals performing technical search and rescue at the operations or technician level in a water environment shall complete a watermanship test applicable to the environment(s) in which they intend to operate and the tasks expected to be performed.

A.1.3.13

A watermanship test ensures that the individual demonstrates competence and aptitude in water environments. Water is one of the few environments that is always immediately dangerous to life or health (IDLH) of the rescuer and therefore deserves special consideration.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Jan 09 12:17:15 EST 2025

Committee Statement

Committee Statement: This revision is needed to adequately address the preparation and abilities for individuals operating in the water environment.

Response Message: FR-2-NFPA 1006-2025

Ballot Results

✓ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 26-NFPA 1006-2025 [Section No. 2.2]

2.2 NFPA Publications. ~~(Reserved)~~

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

NFPA 1091, *Standard for Traffic Incident Management Personnel Professional Qualifications*, 2024 edition.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Feb 06 20:28:58 EST 2025

Committee Statement

Committee Statement: Adding a reference to correlate with FR-1.

Response Message: FR-26-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

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Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schecter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 28-NFPA 1006-2025 [Section No. 2.4]

2.4 References for Extracts in Mandatory Sections.

NFPA 1, *Fire Code*, 2018 2024 edition.

NFPA 402, ~~*Guide for Aircraft Rescue and Fire-Fighting Operations*~~, 2019 ~~edition~~.

NFPA 440, *Guide for Aircraft Rescue and Firefighting Operations and Airport/Community Emergency Planning*, 2024 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2017 2022 edition.

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

NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024 edition.

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

NFPA 1521, ~~*Standard for Fire Department Safety Officer Professional Qualifications*~~, 2015 ~~edition~~.

NFPA 1550, *Standard for Emergency Responder Health and Safety*, 2024 edition.

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

NFPA 1620, ~~*Standard for Pre-Incident Planning*~~, 2015 ~~edition~~.

NFPA 1660, *Standard for Emergency, Continuity, and Crisis Management: Preparedness, Response, and Recovery*, 2024 edition.

NFPA 1670, *Standard on Operations and Training for Technical Search and Rescue Incidents*, 2017 edition.

NFPA 1983, *Standard on Life Safety Rope and Equipment for Emergency Services*, 2017 edition.

NFPA 2500, *Standard for Operations and Training for Technical Search and Rescue Incidents and Life Safety Rope and Equipment for Emergency Services*, 2022 edition.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1006_FR-28_2.4_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Feb 06 20:35:19 EST 2025

Committee Statement

Committee Statement: This revision updates extracted text in accordance with the Extract Policy.

Response Message: FR-28-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

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Mate, Glenn E.

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Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schechter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree

**First Revision No. 22-NFPA 1006-2025 [Section No. 3.3.10]****3.3.10* Belay System:**

A nontensioned, manually operated system designed to belay a load.

A.3.3.10 Belay System:

This includes rope-based and other systems used to provide redundancy to single tensioned rope systems.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Tue Jan 21 09:36:19 EST 2025

Committee Statement

Committee Statement: In coordination with the revisions made to 5.2.11, this definition is no longer needed. The explanations of allowances of belay system requirements is covered by the JPR and associated annex.

Response Message: FR-22-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
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Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree

**First Revision No. 43-NFPA 1006-2025 [Section No. 3.3.47]****3.3.46** Descent Control Device.

An auxiliary equipment item; a friction or mechanical device utilized with rope to control descent. [~~1983 2500~~,~~2017 2022~~]

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:45:29 EST 2025

Committee Statement

Committee Statement: This revision updates extracted text in accordance with the Extract Policy and consolidated documents.

Response Message: FR-43-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schecter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 18-NFPA 1006-2025 [New Section after 3.3.87]

3.3.86* Incident Action Plan (IAP).

A written or verbal plan stating the overall objectives, strategy, and specific tactics for a specified period of time.

A.3.3.86 Incident Action Plan (IAP).

Incident action plans (IAPs) can range in complexity from lengthy documents that reflect the role of multiple agencies and resources to simple and straightforward verbal commands that inform the appropriate individuals of their role, details operational expectations, and identifies unmet needs.

IAPs set forth incident objectives and reflect the tactics necessary to manage an incident during an operational period. They address many critical areas across the whole community. They also provide essential information regarding incident organization, work assignments, resources, and safety — all of which are driven by incident objectives.

Incident objectives drive response and recovery activities and determine what needs to be accomplished. Incident objectives should meet the following specifications:

- (1) They are concise and stated in the form of a command.
- (2) They begin with an action verb (but not “continue” or “maintain”).
- (3) They provide actionable guidance for the operations section.
- (4) They address incident operations, not administrative and internal support activities.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Tue Jan 14 19:20:05 EST 2025

Committee Statement

Committee Statement: The term incident action plan appears throughout the document and was not previously defined. This definition improves usability and allows for many acceptable forms of an IAP.

Response Message: FR-18-NFPA 1006-2025

Ballot Results

✓ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schechter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree

**First Revision No. 42-NFPA 1006-2025 [Section No. 3.3.96]****3.3.96** Life Safety Harness.

An equipment item; an arrangement of materials secured about the body ~~and used~~ to support a person. [~~1983 2500~~, 2017 2022]

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:43:59 EST 2025

Committee Statement

Committee Statement: This revision updates extracted text in accordance with the Extract Policy and consolidated documents.

Response Message: FR-42-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schechter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 41-NFPA 1006-2025 [Section No. 3.3.130]

3.3.130* Pre-Incident Plan.

A document developed by gathering general and detailed data that is used by responding personnel in effectively managing emergencies for the protection of occupants, participants, responding personnel, property, and the environment. [~~1620~~ 1660, 2015 2024]

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:38:03 EST 2025

Committee Statement

Committee Statement: This revision updates extracted text in accordance with the Extract Policy and consolidated documents.

Response Message: FR-41-NFPA 1006-2025

Ballot Results

✓ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schechter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 40-NFPA 1006-2025 [Section No. 3.3.179]

3.3.179 Standard Operating Guideline.

A written organizational directive that establishes or prescribes specific operational or administrative methods to be followed routinely, which can be varied due to operational need in the performance of designated operations or actions. [~~1524~~ 1550, ~~2015~~ 2024]

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:31:31 EST 2025

Committee Statement

Committee Statement: This revision updates extracted text in accordance with the Extract Policy and the consolidation of documents.

Response Message: FR-40-NFPA 1006-2025

Ballot Results

✓ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schechter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree

**First Revision No. 20-NFPA 1006-2025 [New Section after 3.3.190]****3.3.191*** Survival Swimming Skill.

The ability of an individual to remain calm, stay afloat, swim short distances, and call for help in the event of accidental immersion.

A.3.3.191 Survival Swimming Skill.

While the specific elements can vary, an individual's survival swimming skills are typically demonstrated while wearing street clothes or a work uniform without a personal flotation device (PFD) and include the ability to return to the surface after immersion, roll on their back, float or tread water for a short time (i.e., 5 to 10 minutes), call for assistance, swim a short distance [i.e., 25 yd (22.9 m) or less] to a point of egress, and aid in their own removal.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Tue Jan 14 20:59:38 EST 2025

Committee Statement

Committee Statement: This term is used throughout the standard but not currently defined.

Response Message: FR-20-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schecter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 37-NFPA 1006-2025 [Section No. 3.3.194]

3.3.195 Task.

A specific job behavior or activity. [~~1002 1010~~ ,2017 2024]

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:14:08 EST 2025

Committee Statement

Committee Statement: This revision updates extracted text in accordance with the Extract Policy and consolidated standards.
Response Message: FR-37-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schecter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 35-NFPA 1006-2025 [Section No. 3.3.210]

3.3.211 Triage.

The sorting of casualties at an emergency according to the nature and severity of their injuries.
[~~402 440~~, 2019 2024]

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:08:53 EST 2025

Committee Statement

Committee Statement: This revision updates extracted text in accordance with the Extract Policy and the consolidation of standards.

Response Message: FR-35-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schechter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 21-NFPA 1006-2025 [Section No. 5.2.11]

5.2.11*

Belay a falling load in a high-angle environment, given a redundant system with a manually-operated belay mechanism and a represented failed line creating a dropped load, so that the belay line is not taut until the load is falling, the belay device is actuated when the load falls, the fall is arrested in a manner that minimizes the force transmitted to the load, the belay operator utilizes uses the belay device as designed, and the belay operator is not injured or otherwise incapacitated during actuation of the belay system.

A.5.2.11

The intent of the JPR is to assess the ability of the rescuer to arrest a falling load effectively, whether within a single- or two-tensioned rope system. ~~This can be accomplished in single-tensioned rope systems with non-tensioned belay systems, this can be accomplished by~~ having a person perform a hard, unexpected jerk on the distal end of the belay system or other methods to simulate the sudden addition of force due to a system failure. ~~Testing methods should not include the~~ Evaluating belay device actuation within two-tensioned systems can include a mechanism for sudden release of tension on either of the lines to evaluate the effectiveness of the belay action on the part of the belay operator. The method used for evaluation should be appropriate to the type of rope system and configuration used and conducted without the use of people or persons as live loads.

(A) Requisite Knowledge.

Application and use of belay devices, effective emergency operation of belay devices to arrest falls, use of PPE, and operating procedures.

(B) Requisite Skills.

The ability to operate a belay system as designed, tie approved knots, use hazard-specific PPE, recognize and arrest a falling load, and communicate belay system actuation.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Tue Jan 21 09:08:01 EST 2025

Committee Statement

Committee Statement: This clarifies the intent of the committee to allow for variations of redundant systems and allow for the testing of tensioned or non-tensioned belay systems based on operational requirements of the AHJ.

Response Message: FR-21-NFPA 1006-2025

Ballot Results

✓ This item has passed ballot

38 Eligible Voters

12 Not Returned
23 Affirmative All
3 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Brink, Michael P.
Burrero, Alberto
Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 23-NFPA 1006-2025 [Section No. 5.2.21]

5.2.21

Direct a litter-lowering and litter-raising operation in a low-angle environment, given rescue personnel, litter tender(s), an established lowering/mechanical advantage system, a specified minimum travel distance for the load, and a victim packaged in a litter to be moved, so that the litter is attached to the lowering/raising and belay systems; movement is controlled; litter tender(s) ~~are~~ is used to manage the litter during the lower and raise; the litter can be held in place when needed; operating methods do not stress the system to the point of failure; rope commands are used to direct the operation; and potential problems are identified, communicated, and managed.

(A) Requisite Knowledge.

Application and use of lowering and mechanical advantage system in the low-angle environment, capabilities and limitations of various lowering and mechanical advantage systems in a low-angle environment, litter tender functions and limitations in the low-angle environment, management of a litter in a low-angle environment during raises and lowers, personnel assignments, and operational commands.

(B) Requisite Skills.

The ability to direct personnel, use operational commands, analyze system efficiency, manage movement of the litter in a ~~high~~ low -angle environment, identify safety concerns in a low-angle litter operation, and perform a system safety check.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Jan 23 11:53:52 EST 2025

Committee Statement

Committee Statement: This JPR is specifically intended to address the low-angle environment. This reference to "high-angle" is removed and replaced with "low-angle" accordingly.

Response Message: FR-23-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.
Burrero, Alberto
Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schecter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 13-NFPA 1006-2025 [Section No. 5.3.7]

5.3.7

~~Climb and traverse~~ Negotiate natural features or man-made structures ~~that require the use of , given a high-angle environment, climbing aids, positioning equipment, or and fall protection systems to prevent the fall or unwanted movement of the rescuer, given the equipment used by the agency, and a task that reflects the anticipated rescue environment so that the objective destination is achieved, the rescuer can perform the required task, reached and fall protection is maintained.~~

(A)* Requisite Knowledge.

The application and limitations of climbing, traversing, positioning, and fall protection systems and types of equipment commensurate with the organization's needs.

A.5.3.7(A)

Equipment of this type can include, but is not limited to, work positioning and fall protection systems, travel limiters, flip lines, buck off straps, restraints, climbing lanyards, and lead climb slings equipment.

(B) Requisite Skills.

~~The ability to climb or traverse horizontal, vertical, or near-vertical routes while using fall protection and positioning equipment. The ability to climb vertical or near-vertical paths using the surfaces provided by the environment or climbing aids used by the agency and the use of positioning equipment to support the weight of the rescuer in a vertical or near-vertical environment permitting the rescuer to perform a task.~~

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1006_FR-13_5.3.7_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Jan 10 11:53:10 EST 2025

Committee Statement

Committee Statement: Rescuers may be required to travel in any direction, not just vertically, to complete a task. The JPR was also revised to better reflect the task required and fit proper JPR format.

Response Message: FR-13-NFPA 1006-2025

Ballot Results

✓ This item has passed ballot

38 Eligible Voters
12 Not Returned
23 Affirmative All
3 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Brink, Michael P.
Burrero, Alberto
Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade

Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin

Young-Brungard, Tracie M.

Language should be consistent, Negotiate is used in the first sentence and traverse has a strikethrough, however traversing and traverse are used further down in the text. Change Negotiate back to traverse to be consistent throughout.



First Revision No. 27-NFPA 1006-2025 [New Section after 5.3.11]

5.3.12*

Construct a portable high-directional rope rescue system, given a high-angle environment, portable high directional, life safety rope, and other auxiliary rope rescue equipment, so that it supports a rescue load.

A.5.3.12

The technician should ensure the portable high directional is fully assembled and stabilized, the rope system is correctly rigged, all equipment is secured, a system safety check has been performed, and the system is ready for safe use in a rescue scenario. The purpose of this rescue system is to manage friction in high-angle environments to perform safe rescue.

(A) Requisite Knowledge.

Principles of high-directional systems, resultant vector forces, guy line application, load distribution, safe working load (SWL) limits of equipment, and rigging techniques for rope rescue systems.

(B) Requisite Skills.

The ability to assemble and stabilize a high-directional rope rescue system, construct a rope rescue raising/lowering system, and perform system safety checks.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Feb 06 20:32:09 EST 2025

Committee Statement

Committee Statement: Portable high directionals are commonly used in the industry and technicians need to have the appropriate knowledge and skills to construct and operate them.

Response Message: FR-27-NFPA 1006-2025

Ballot Results

✓ This item has passed ballot

38 Eligible Voters

12 Not Returned

21 Affirmative All

3 Affirmative with Comments

2 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.
Burrero, Alberto
Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Warren, Christopher
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree

Negative with Comment

Treinish, Steven A.

Given Mr. Wright's concerns, I think it best to revisit this in August with corrections or re-wording.

Wright, Richard

Language is very ambiguous and uses slang terms in an attempt to describe what is to be constructed. Portable anchors are defined by NFPA 1983 and this term might more accurately assist in a legitimate description of this performance requirement. Suggest this be completely re-written.

**First Revision No. 4-NFPA 1006-2025 [Section No. 6.1.1(A)]****(A) Requisite Knowledge.**

Resource capabilities and limitations, types and nature of incident hazards, isolation terminology, methods and equipment, implementation techniques, operational requirement concerns, common risks in collapse incidents, risk/benefit analysis methods and practices, construction types and collapse characteristics, ~~43~~ building collapse types, subsequent collapse potential and causes, and associated types of technical references.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Jan 09 13:08:05 EST 2025

Committee Statement

Committee Statement: Referencing a number of collapse types causes confusion and the potential for being out of date with reference materials and best practices.

Response Message: FR-4-NFPA 1006-2025

[Public Input No. 3-NFPA 1006-2023 \[Section No. 6.1.1\(A\)\]](#)

Ballot Results

✔ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 1-NFPA 1006-2025 [Section No. 8.1 [Excluding any Sub-Sections]]

Prior to qualification at the awareness level in common passenger vehicle rescue, the individual shall meet the requirements defined in Section 8.1 and either the requirements for traffic incident management in NFPA 1091 or an equivalent traffic incident management program as determined by the AHJ .

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Jan 09 11:03:22 EST 2025

Committee Statement

Committee Statement: This revision clarifies the intent of the requirement to provide specific guidance on the methods of traffic control for safety of responders and public when operating on roads and highways.

Response Message: FR-1-NFPA 1006-2025

Public Input No. 10-NFPA 1006-2024 [Section No. 8.1 [Excluding any Sub-Sections]]

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
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Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 16-NFPA 1006-2025 [Section No. 9.1.2]

9.1.2*

Recognize incident hazards and initiate isolation procedures, given scene control barriers, personal protective equipment (PPE), requisite equipment, and available specialized resources, so that all the hazards are identified; resource application fits the operational requirements; hazard isolation is considered; risks to rescuers, bystanders, and victims are minimized; and rescue time constraints are ~~taken into account~~ accounted for .

A.9.1.2

Given the emergence of autonomous, semiautonomous, and remotely operated heavy vehicles, including highway and off-road use types, responders at the awareness level need to be able to recognize and identify these vehicles, which might require additional specialized hazard identification and render-safe procedures and techniques. Autonomous and remotely operated vehicles present with the additional hazard of uncommanded movement until rendered safe and immobilized in accordance with manufacturers' guidelines.

(A) Requisite Knowledge.

Resource capabilities and limitations; types and nature of incident hazards; equipment types and their use; isolation terminology, methods, equipment, and implementation; operational requirement concerns; common types of rescuer and victim risks; risk/benefit analysis methods and practices; hazard recognition, isolation methods, and terminology; methods for controlling access to the scene; and types of technical references.

(B) Requisite Skills.

The ability to identify resource capabilities and limitations, identify incident hazards, assess potential hazards to rescuers and bystanders, place scene control barriers, and operate control and mitigation equipment.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Tue Jan 14 19:04:58 EST 2025

Committee Statement

Committee Statement: Given the emergence of autonomous vehicles as well as other emerging technologies, it is critical that responders are aware of their concurrent hazards and additional render-safe procedures.

Response Message: FR-16-NFPA 1006-2025

Ballot Results

✓ This item has passed ballot

38 Eligible Voters

12 Not Returned
23 Affirmative All
2 Affirmative with Comments
0 Negative with Comments
1 Abstention

Not Returned

Brink, Michael P.
Burrero, Alberto
Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fox, Justin

.

Young-Brungard, Tracie M.

The language in this JPR needs to be clearer, recommend rewording

Abstention

Fowler, Ken

What actually changes for the awareness level responder?



First Revision No. 5-NFPA 1006-2025 [Section No. 9.3.3(A)]

(A) Requisite Knowledge.

Types and rated capacities of lifting devices, mechanism of vehicle movement, types of lifting points, types of lifting surfaces, types of cribbing, AHJ policies and procedures, and types of vehicle construction components as they apply to lifting.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Jan 09 13:13:23 EST 2025

Committee Statement

Committee Statement: Rescuers should be knowledgeable on the rated capacities of the equipment to ensure that they are not exceeding these capacities.

Response Message: FR-5-NFPA 1006-2025

[Public Input No. 9-NFPA 1006-2024 \[Section No. 9.3.3\(A\)\]](#)

Ballot Results

✔ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 10-NFPA 1006-2025 [Section No. 10.1.2]

10.1.2*

~~Recognize incident hazards and initiate~~ Initiate isolation procedures, including biosecurity, given incident hazards, scene control barriers, personal protective equipment (PPE), requisite equipment, and available specialized resources, so that the scene is safe to rescuers and bystanders and harm to animals is minimized ~~all hazards are identified; resource application fits the operational requirements; hazard isolation is considered; risks to rescuers, bystanders, and animals are minimized; and rescue time constraints are taken into account .~~

A.10.1.2

Successful completion of this task is achieved when all hazards are identified; the resource application fits the operational requirements; hazard isolation is considered; risks to rescuers, bystanders, and animals are minimized; and rescue time constraints are considered.

Biosecurity and the control of pathogens is an expanding concern for the responder community. Resources and guidelines are provided by the US Department of Agriculture, the Brand Inspectors Association, and local agricultural organizations and departments.

(A) Requisite Knowledge.

Resource capabilities and limitations; types and nature of incident hazards; equipment types and their use; isolation terminology, methods, equipment, and implementation; operational ~~requirement concerns~~ requirements ; common types of rescuer and animal risks; local, applicable biosecurity risks; risk/benefit analysis methods and practices; hazard recognition, isolation methods, and terminology; methods for controlling access to the scene; and ~~types of~~ technical references.

(B) Requisite Skills.

The ability to ~~identify~~ determine resource capabilities and limitations, ~~identify ;~~ determine incident hazards, ~~assess~~ including biosecurity; assess potential hazards to rescuers and bystanders, ~~place ; use~~ scene control barriers, ~~and ;~~ perform basic biosecurity measures; and operate control and mitigation equipment.

Submitter Information Verification

Committee: PQU-RES

Submission Date: Thu Jan 09 18:19:06 EST 2025

Committee Statement

Committee Statement: This revision seeks to bring 1006 into alignment with 2500 (1670) to include biosecurity to ensure responders are prepared to consider zoonotic disease concerns that may be present among animals involved in production or commercial agriculture. Additionally, edits have been made to improve the language in the JPR for the benefit of clarity for the end user.

Response Message: FR-10-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schechter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Biosecurity needs to be added to the definitions

Fox, Justin

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Young-Brungard, Tracie M.

agree



First Revision No. 19-NFPA 1006-2025 [Section No. 12.3.7]

12.3.7*

~~Utilize spot~~ Implement alternative shoring techniques to or support methods, including the use of single point shores, backfilling, and load transfer elements, given an environment with an irregular soil without incorporating uprights or panels as part of the contour where conventional sheeting and panel shoring plan, given cannot be properly installed, a trench incident, a trench rescue toolbox, tabulated data, and a trench shoring plan, so that adequate soil contact is established and the soil is prevented from collapse.

A.12.3.7

~~Based on the soil conditions, uprights and panels may need to be implemented according to tabulated data. A conventional panel shoring system constructed in compliance with recognized tabulated data provides the greatest margin of safety in the widest range of soil conditions. Its method of construction and assembly also provides the most predictably reproducible results across the broadest range of expertise of responders. However, in some cases, the contours of the trench might not permit adequate soil contact between a panel and the wall of the trench to ensure the panel system reacts predictably in a manner consistent with its design when exposed to the forces exerted by the soil. In some instances, this can be resolved through backfilling the area behind the panel or through using supplemental shoring to transfer the load between the soil and an installed panel shore system. In other cases, nonstandard methods such as the installation of single-point shores independent of a panel shore system could successfully prevent unwanted soil movement long enough to perform a rescue.~~

~~It is important to recognize that these and similar techniques will likely fall outside the parameters of the tabulated data used by the construction industry. By their nature, these techniques have inherent additional risks because they rely on soil characteristics that are difficult to objectively assess in the field and should only be assessed by a competent person. Such techniques might also incur additional risk of soil collapse if not installed properly or if the rescuer does not understand how these methods rely on internal soils mechanics for their success. Specific additional training on the implementation, applicability, and construction of alternative shoring systems is required to ensure that the soil forces and movements are resolved or balanced to reduce the potential for additional trench collapse.~~

(A) Requisite Knowledge.

~~Shoring and shielding methods, tabulated data, strategies and tactics for supporting irregular soil contours, methods and techniques to install supplemental sheeting and shoring, protocols on making the general area safe, criteria for safe zones in the trench, types of collapses and associated techniques to stabilize for stabilization, emergency procedures, selection of personal protective equipment PPE, and consideration of selected stabilization tactics on extrication and victim safety.~~

(B) Requisite Skills.

~~The ability to identify irregular soil contours where conventional sheeting and panel shoring cannot be properly installed; interpret tabulated data information and tables; place shoring and shielding systems; ; install alternative shoring or support methods, including single-point shores, backfilling, and load transfer elements; identify supplemental sheeting and shoring; ; use all trench rescue protocols; ; identify types of collapse and implement methods to stabilize, of stabilizing collapse; identify exposure to hazards within the trench relative to existing safe zones; ; select and use PPE personal protective equipment; ; and anticipate extrication logistics.~~

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1006_FR-19_12.3.7_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-RES
Submittal Date: Tue Jan 14 19:58:43 EST 2025

Committee Statement

Committee Statement: This revision brings the requirement into closer alignment with NFPA 2500 and was edited to reflect proper JPR formatting, including a lengthy explanation in the Annex to describe the committee's intent and for improved usability.

Response Message: FR-19-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

- 38 Eligible Voters
- 12 Not Returned
- 23 Affirmative All
 - 2 Affirmative with Comments
 - 0 Negative with Comments
 - 1 Abstention

Not Returned

- Brink, Michael P.
- Burrero, Alberto
- Carpenter, Michael
- Ciccotelli, Chris
- Creel, Eric D.
- DeLuca, Jr., Ralph
- Dubnow, Robert M.
- Kitchel, Wesley V.
- McGovern, Ryan J.
- Sproul, Ralph
- Wailgum, William
- Watkins, Scott Edward

Affirmative All

- Altemose, Scott R.
- Brads, Jamey B.

Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Young-Brungard, Tracie M.
agree

Abstention

Fox, Justin
.



First Revision No. 6-NFPA 1006-2025 [Section No. 17.2.2(B)]

(B)* Requisite Skills.

The ability to use PPE according to the manufacturer's directions, don and doff equipment in an expedient manner, use preoperation checklists, select personal flotation devices, don and doff personal flotation devices, select water rescue helmets, don and doff water rescue helmets, select personal protective clothing and equipment, don and doff in-water insulating garments, demonstrate proficiency in emergency escape procedures, demonstrate proficiency in communicating distress signals, ~~proficiency in emergency escape procedures~~, and demonstrate proficiency in communications.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Jan 09 13:15:24 EST 2025

Committee Statement

Committee Statement: The phrase "proficiency in emergency escape procedures" was included twice in the list of requisite skills. This revision removes redundancy.

Response Message: FR-6-NFPA 1006-2025

Ballot Results

✓ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schecter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 25-NFPA 1006-2025 [Chapter 18]

Chapter 18 Swiftwater Rescue

18.1 Awareness Level.

Prior to qualification at the awareness level in swiftwater rescue, the individual shall meet the requirements defined in Section 18.1.

18.1.1

~~Size-~~ Conduct a size- up of a swiftwater rescue incident, given background information and applicable reference materials, so that the scope of the rescue is determined, ~~the number of victims is identified, the last reported location of all the victims is established, witnesses and reporting parties are identified and interviewed, resource needs are assessed, primary search parameters are identified, and information required to develop an initial incident action plan is obtained .~~

(A) Requisite Knowledge.

Types of reference materials and their uses, availability and capability of the resources, elements of an incident action plan and related information, relationship of the size-up to the incident management system, information gathering techniques and how that information is used in the size-up process, and basic search criteria for swiftwater rescue incidents.

(B) Requisite Skills.

The ability to read, gather, use, and relay information from technical rescue reference materials, ~~gather information, ;~~ use interview techniques; ~~relay information, and use information-gathering sources to determine the number of victims and the last reported location of all victims; identify and interview witnesses and reporting parties; assess resource needs; identify primary search parameters; and obtain information required to develop an initial incident action plan .~~

18.1.2

~~Recognize incident hazards and initiate~~ Initiate isolation procedures, given scene control barriers, personal protective equipment (PPE), requisite equipment, and available specialized resources, so that all hazards are identified; ~~resource application fits the operational requirements; hazard isolation is considered; risks to rescuers, bystanders, and victims are minimized; and rescue time constraints are taken into account~~ and entry to the incident area is isolated .

(A) Requisite Knowledge.

Resource capabilities and limitations; types and nature of incident hazards; equipment types and their use; isolation terminology, methods, equipment, and implementation; operational requirement concerns; common types of rescuer and victim risks; risk/benefit analysis methods and practices; hazard recognition, ~~isolation methods, and terminology~~ ; methods for controlling access to the scene; and types of technical references.

(B) Requisite Skills.

The ability to identify resource capabilities and limitations, identify incident hazards, ~~assess potential hazards to rescuers and bystanders, place and operate~~ scene control barriers, ~~and operate control~~ and mitigation equipment: and operate within rescue time constraints.

18.1.3

Recognize the need for Secure technical rescue resources at an operations- or technician-level incident, given a swiftwater environment expected by the AHJ guidelines, so that the , a need for additional resources is identified, the response system is initiated, the scene is secured , and rendered safe until additional resources arrive, AHJ communication equipment and awareness-level personnel are incorporated into the operational plan procedures, so that the request for assistance is communicated in a method determined by the AHJ .

(A) Requisite Knowledge.

Operational protocols, specific planning forms, types of incidents common to the AHJ, hazards, incident support operations and resources, and safety measures and communication methods and procedures used by the AHJ .

(B) Requisite Skills.

The ability to apply operational protocols, select specific planning forms based on the types of incidents, identify and evaluate various types of swiftwater hazards within , and initiate the AHJ response system to request support and resources, and determine the required safety measures .

18.1.4

Support an operations- or technician-level incident, given an incident, an assignment, an incident action plan, and resources from the tool kit, so that the assignment is carried out, progress is reported to command, environmental concerns are managed, personnel rehabilitation is facilitated, and the incident action plan is supported Establish initial incident command, given a swiftwater rescue scenario expected by the AHJ, communications equipment and procedures, and incoming rescuers or rescue teams, so that the initial incident assessment, communications procedures, initial incident action plan, and command post location are established and transmitted .

(A) Requisite Knowledge.

AHJ operational protocols, hazard recognition, incident management, PPE selection command functions , resource selection and use, and scene support requirements.

(B) Requisite Skills.

The ability to apply operational protocols, function within use an initial incident management command system, follow communicate with incoming rescuers and implement an rescue teams, develop an initial incident action plan, and report the task progress status to a supervisor or incident command establish command location .

18.1.5*

Operate as an upcurrent spotter, given spotting and communications equipment, water rescue PPE, and conditions representative of the expected swiftwater environment, so that the swiftwater areas are continually assessed for waterborne hazards, hazards are communicated to operating personnel, and emergency procedures are demonstrated when applicable.

A.18.1.5

Upstream spotters are commonly stationed upcurrent of the swiftwater rescue area with direct communication to ensure that downcurrent rescuers have ample notice of any incoming waterborne hazards, changes in flow, or other changes in parameters so that working rescuers have time to change their location or tactics to ensure safety of rescuers and victims.

(A) Requisite Knowledge.

Communication procedures, swiftwater directional verbiage and features, waterborne hazard recognition, and emergency procedures used by the AHJ.

(B) Requisite Skills.

The ability to use spotting and communication equipment used by the AHJ, detect and communicate the location and description of waterborne hazards, and relay information vital to the rescue.

18.2 Operations Level.

The job performance requirements defined in Sections 5.2.1 through 5.2.10, 5.2.12, 5.2.16, 5.2.18 through 5.2.20, 5.2.23, 5.2.24, and Sections 17.1, 17.2, 18.1, and 18.2 shall be met prior to or during operations-level qualification in swiftwater rescue.

18.2.1

~~Construct rope systems particular to the swiftwater rescue needs of the AHJ, given rescue personnel, rope equipment, a load to be moved, and personal protective equipment (PPE), so that the movement is controlled, the load is held in place when needed, and operating methods do not stress the system.~~

(A) Requisite Knowledge:

~~Rope systems specific to the swiftwater environment, capabilities and limitations of various rope systems, incident site evaluation as related to interference concerns and obstacle negotiation, system safety check protocol, procedures to evaluate system components for compromised integrity, common personnel assignments and duties, common and critical operational commands, and methods to increase the efficiency of load movement.~~

(B) Requisite Skills:

~~The ability to determine incident needs, complete a system safety check, evaluate system components for compromised integrity, select personnel, communicate with personnel, manage movement of the load, and evaluate for potential problems.~~

18.2.2

~~Support swiftwater operations, given a designated mission, safety equipment, props, and water body, so that skills are demonstrated in a controlled environment, performance parameters are achieved, hazards are continually assessed, personnel accountability is maintained, and emergency procedures are demonstrated.~~

(A) Requisite Knowledge:

~~Support procedures, including search patterns, equipment setup, operation support equipment, and communications issues.~~

(B) Requisite Skills:

~~Basic support skills, including the ability to serve as an upstream or downstream safety spotter, and the ability to implement personnel accountability systems and tend to an in-water rescuer.~~

18.2.1*

Develop a site survey for a swiftwater hazard, given historical data, specific PPE for conducting site inspections, graphic informational system (GIS) data, and meteorological projections, so that anticipated life safety hazards are documented and a risk/benefit analysis is completed.

A.18.2.1

Preplanning of a swiftwater incident can be crucial to realizing the best equipment and rescue team capabilities needed, expected swiftwater conditions, efficient deployment and retrieval of rescuers from pre-selected locations, and likely victim entrapment areas or travel routes and distances. Using technologies and information such as graphic information systems, drones, communication ability and procedures, and local user knowledge and previous response history can assist rescuers and rescue teams in developing standard operating procedures to mitigate some swiftwater rescue issues before they occur. Rescuers should be versed in this planning at all stages of the expected swiftwater environment.

(A) Requisite Knowledge.

Contents of a site survey; types of, sources of, and information provided by reference materials; principles of hydrology and the influence of hydrology on rescues; types of hazards associated with swiftwater incidents; inspections practices; risk/benefit analysis methodologies; types of hazard-specific PPE; factors influencing access and egress routes; methods of entrapment; behavioral patterns of victims; and environmental conditions that influence victim location.

(B) Requisite Skills.

The ability to interpret reference materials; evaluate site conditions; conduct a risk/benefit analysis; select and use necessary PPE and water rescue equipment; project water conditions; document site-specific hazards; identify routes of scene and rescuer access, egress, put-in, and take-out points; and determine areas with a high probability for victim location.

18.2.2

Operate as a shore- or watercraft-based tender of an in-water rescuer to control movement of the rescuer, given a simulated rescue, conditions representative of the expected swiftwater environment, in-water rescue personnel, water rescue or life safety rope, auxiliary rope equipment, and water rescue PPE, so that the rescuer can be lowered downcurrent, held in place, retrieved, or maneuvered to a safe location as needed.

(A) Requisite Knowledge.

Techniques for safe tending of in-water rescuers from a natural or man-made feature in a swiftwater environment, various techniques for the transfer and handling of in-water rescuers and victims to a safe location, swiftwater hazards and features, static and dynamic tending belay and movement, communication procedures, entry and egress procedures, and types of locations for in-water rescuers and victims.

(B) Requisite Skills.

The ability to select, construct, safety check, and use a rope-based tending system for the control of in-water rescuers and stranded victims in the swiftwater environment; manage a rope-based system; manage rescuer movement; and identify egress or recovery points in a swiftwater rescue environment.

18.2.3*

Conduct maintenance of water rescue equipment including rope and accessories, given maintenance logs and recording tools, manufacturers guidelines, inspection procedures, equipment placement protocol, and organizational standard operating procedures, so that the operational status of equipment is verified and documented, all components are checked for operation, deficiencies are repaired or reported as indicated by standard operating procedure, and items subject to replacement protocol are correctly disposed of and changed.

A.18.2.3

Water rescue equipment should be inspected and maintained in accordance with manufacturers' recommendations, and inspection and maintenance should be recorded in an appropriated record keeping system. Technical rescuers should be capable of establishing a schedule of inspection and maintenance requirements for all rescue-specific equipment in their inventory to ensure operational readiness and have these activities documented in an appropriate manner as determined by the AHJ.

(A) Requisite Knowledge.

Functions and operations of water rescue equipment, record keeping systems, manufacturer and organizational care and maintenance requirements, selection and use of maintenance tools, replacement protocol and procedures, disposal methods, and AHJ standard operating procedures.

(B) Requisite Skills.

The ability to identify wear and damage indicators for water rescue equipment, evaluate operational readiness of equipment, complete logs and records, and select and use maintenance tools.

18.2.4*

Select swiftwater rescue PPE, given a swiftwater rescue assignment, so that the rescuer is protected from temperature extremes and environmental hazards and buoyancy is maintained.

A.18.2.4

Temperature extremes include both hypothermia and hyperthermia. PPE users must be aware of the potential for either condition to develop strategies for avoidance and recognition. Proper fit and use of PPE is determined by manufacturers' specifications and related documentation; the primary intent is that the safety and efficiency of the rescuer is not impaired, or the garments' capabilities exceeded.

The AHJ should use PPE appropriate to the conditions present in the response area and the scope of its operations. In considering PPE selection, the following factors should be addressed:

- (1) Flotation (buoyancy).
- (2) Insulation from cold water exposure
- (3) Protection from physical hazards (e.g., abrasion, cuts, tears, punctures).
- (4) Visibility.
- (5) Garment form, fit, and mobility.
- (6) Limited chemical and biological protection (e.g., from bloodborne pathogens).
- (7) Provision of "low-profile" helmets (i.e., helmets without a brim on the back) used in the water rescue environment to avoid possible cervical spine hyperextension or hyperflexion injuries and provide protection from blunt force trauma

(A) Requisite Knowledge.

Manufacturer's recommendations for PPE; standard operating procedures; classes of personal flotation devices; selection criteria for personal protective clothing, personal flotation devices, water rescue helmets, and insulating garments; hazard assessment; applications for and capabilities of personal escape equipment; and equipment and procedures for signaling distress.

(B) Requisite Skills.

The ability to use PPE according to the manufacturer's directions; use preoperational checklists; select, don, and doff personal flotation devices, water rescue helmets, and personal protective clothing and equipment; swim at an advanced level; and demonstrate proficiency in communicating nonemergency and distress signals in accordance with AHJ protocols.

18.2.5*

Define search parameters for a swiftwater rescue incident, given topographical maps of a search area; descriptions of all missing persons and incident history; and hydrologic data, including speed and direction of current or tides, so that areas with high probability of detection are differentiated from other areas, witnesses are interviewed, critical interview information is recorded, passive and active search tactics are implemented, personnel resources are considered and used, and search parameters are communicated.

A.18.2.5

Active Search Measures: Of primary and immediate importance is locating the point last seen (PLS) of the missing subject. Sometimes the reporting person (RP) will have no direct knowledge of what happened. For example, the RP might be a family member reporting a group of canoeists overdue at a takeout. At other times the RP will have witnessed a river accident such as a raft overturning or a fisherman being swept away, and will be able to give a description of the victims and a fairly exact PLS. RPs should be interrogated for all information they might have about the victim, to include physical description, clothing, destination, experience, time the incident occurred, and any other details that might help the search (e.g., the type of shoes, in order to aid the trackers).

Passive Search Measures: The searches at this point are detailed, formal searches, not hasty ones. It is better to have small, trained groups of searchers thoroughly search an area repeatedly than to search with large groups of untrained people, since these frequently trample more evidence than they find. As the search progresses, the incident commander should debrief team leaders frequently and revise the search plan as necessary.

(A) Requisite Knowledge.

Topographical map components, hydrologic factors and wave heights, methods to determine areas of high probability of detection, critical interview questions and practices, methods to identify track traps, identification methods for spotter areas and purposes of spotters, personnel available and their effect on parameter definition, the effect of search strategy, defining parameters, communication methods, and reporting requirements.

(B) Requisite Skills.

The ability to interpret and correlate reference and size-up information; evaluate site conditions; complete risk/benefit analysis; apply safety, communications, and operational protocols; specify PPE requirements; and determine rescue personnel requirements.

18.2.6*

Develop an action plan for a shore-based rescue of a swiftwater-bound victim(s), given an operational plan and a swiftwater environment expected by the AHJ, so that all information is factored, risk/benefit analysis is conducted, protocols are followed, hazards are identified and minimized, personnel and equipment resources will not be exceeded, assignments are defined, changing conditions are evaluated, and the selected strategy and tactics fit the conditions.

A.18.2.6

A hazard and risk analysis is needed when operating as a rescuer ~~when and~~ applying shore-based rescue techniques. The rescuer might need to enter the hot zone (i.e., slower moving or standing water) ~~at the shoreline~~ to assist ~~a distressed victim for~~ with removal purposes. Without proper consideration of the water's edge topography, water conditions, depth, current flow, and the ability of the rescuer to swim, there is potential for the rescuer to become a victim. Not every shore-based rescue will be mitigated solely from land-based operational zones.

(A) Requisite Knowledge.

Elements of an action plan; types of information provided by reference materials and size-up; hydrology and characteristics of swiftwater; types of hazards associated with water rescue practices; risk/benefit analysis; identification of hazard-specific PPE; factors influencing access and egress routes; behavioral patterns of victims; environmental conditions that influence victim location; safety, communications, and operational protocols; and resource capability and availability.

(B) Requisite Skills.

The ability to interpret and correlate reference and size-up information; evaluate site conditions; complete risk/benefit analysis; apply safety, communications, and operational protocols; specify PPE requirements; and determine rescue personnel requirements.

18.2.7

Assess moving water conditions, characteristics, and features in terms of hazards to the rescuer and victims, given ~~an incident scenario and a~~ swiftwater tool kit ~~environment expected by the AHJ~~, so that the flow and conditions are estimated accurately, mechanisms of entrapment are considered, hazards are assessed, the depth and surrounding terrain are evaluated, and findings are documented.

(A) Requisite Knowledge.

Flow calculation methods, map or chart reading, local water hazards and conditions, entrapment mechanisms, and human physiology and survival factors.

(B) Requisite Skills.

~~Determination of the~~ The ability to determine flow and environmental factors, determine the effects on victims and rescuers, and ~~interpretation of~~ interpret maps or charts.

18.2.8*

Demonstrate swiftwater survival swimming and self-rescue skills, given safety equipment, props, and a swiftwater environment in accordance with AHJ protocols, so that the risk of injury is minimized, floatation is maintained, available PPE is used, and egress is accomplished.

A.18.2.8

Each operations-level swiftwater rescuer must demonstrate that, in case of accidental immersion, they are able to stabilize, maneuver, and use defensive swim tactics to avoid hazards, safely move with the water flow if needed, anticipate movement, and self-extricate at a safe location. Each rescuer should also know how to alert crews and receive assistance from rescuing crews staged for rapid intervention.

(A) Requisite Knowledge.

Defensive swimming techniques and hazard avoidance, river flows and features, emergency communication techniques, and self-rescue procedures.

(B). Requisite Skills.

The ability to select, use, doff, and don swiftwater PPE, floatation aids, and swim aids; use communications systems; evaluate water flow to identify safety or egress points and hazards; and use defensive swimming skills, including swimming and floating in moving water and maneuvering safely in the environment.

18.2.9

Deploy a water rescue reach device to a swiftwater-bound victim(s), given swiftwater rescue equipment, a swiftwater environment expected by the AHJ, and swiftwater PPE, so that the deployed equipment reaches the victim(s).

(A). Requisite Knowledge.

Types and capabilities of PPE, effects of hydrodynamic forces on rescuers and victims, physiological effects of immersion, hydrology and characteristics of swiftwater, behaviors of water-bound victims, water rescue rope-handling techniques, incident-specific hazard identification, criteria for selecting victim retrieval locations based on the water environment and conditions, hazards and limitations of shore-based rescue, local policies and procedures for rescue team activation, and information on local water environments.

(B). Requisite Skills.

The ability to deploy reach-type rescue equipment that reaches the victim(s), without slipping through the rescuer's hands, and moves the victim(s) to the rescuer's shoreline without the rescuer's efforts pulling the victim(s) beneath the surface, without the victim(s) pulling the rescuer into the water, and without the rescuer or the victim(s) becoming tied to or entangled in the device; and demonstrate appropriate shore-based victim removal techniques.

18.2.10*

Deploy a water rescue rope to a swiftwater-bound victim, given a swiftwater environment expected by the AHJ, water rescue rope in a throw bag, a coiled water rescue rope 50 ft to 75 ft (15.24 m to 22.86 m) in length, and PPE, so that the deployed rope lands within reach of the victim.

A.18.2.10

Both throw-rope deployments should be conducted sequentially, to the same victim, within a span of approximately 40 seconds to a victim 12.19 m (40 ft) away from the rescuer.

(A). Requisite Knowledge.

Types and capabilities of PPE, effects of hydrodynamic forces on rescuers and victims, hydrology and characteristics of swiftwater, behaviors of water-bound victims, water rescue rope-handling techniques, incident-specific hazard identification, criteria for selecting victim retrieval locations based on the water environment and conditions, hazards and limitations of shore-based rescue, local policies and procedures for rescue team activation, and information on local water environments.

(B). Requisite Skills.

The ability to deploy water rescue rope that reaches the victim(s), without slipping through the rescuer's hands, and moves the victim(s) to the rescuer's shoreline without the rescuer's efforts pulling the victim(s) beneath the surface, without the victim(s) pulling the rescuer into the water, and without the rescuer or the victim(s) being attached to or entangled in the device; and demonstrate appropriate shore-based victim removal techniques.

18.2.11*

Develop and implement an action plan for the use of watercraft to support the rescue of swiftwater-bound victim(s), given a swiftwater environment expected by the AHJ, watercraft, operator(s), and policies and procedures used by the AHJ, so that watercraft entry and exit procedures are completed in a safe manner.

A.18.2.11

The intent of this requirement is for the candidate to know what procedures are used when using watercraft in their jurisdiction, or at least basic watercraft deployment and recovery techniques, even if the AHJ does not have its own watercraft. This includes the rescuer's role on the boat, nomenclature, and use of emergency/safety equipment (e.g., fire extinguishers, flares, flotation devices). Not all water rescue teams have watercraft, and not all watercraft operators are knowledgeable about rescue team operations. The rescuer should be able to act as a liaison between the team and the boat operator.

(A) Requisite Knowledge.

Swiftwater hazards and features, entry/exit procedures, communications techniques, watercraft operational protocols, boat operation techniques, design limitations, climactic conditions, and tides and currents.

(B) Requisite Skills.

The ability to implement access and egress procedures; operate within the rescue environment; complete predeployment checks; use emergency/safety equipment; identify hazards; achieve watercraft launch or recovery; deploy and recover rescuers; and communicate clearly and concisely with watercraft crew.

18.2.12*

Define procedures to provide support for helicopter water rescue operations within the area of responsibility for the AHJ, given a helicopter service, operational protocols, helicopter capabilities and limitations, water rescue procedures, and risk factors influencing helicopter operations, so that air-to-ground communication is established and maintained.

A.18.2.12

While helicopters are not universally available to water rescuers and there are many restrictions on the use of aircraft for rescue, they are nonetheless frequently drafted for improvised rescues during times of crisis. Therefore, water rescue teams and the supporting helicopter services should plan for the use of helicopters that can be called upon during these crises to identify capabilities and limitations of the team and the helicopter service, to train in those procedures that all parties agree are within their collective skill levels and for which they are equipped, and to draft protocols that will define exactly what procedures the helicopter service will be called upon to perform and the criteria for that decision.

(A) Requisite Knowledge.

Local aircraft capabilities and limitations, landing zone requirements, hazards to aircraft, local protocols, procedures for operating around aircraft, dynamics of rescue options, crash survival principles, PPE limitations and selection criteria, ancillary helicopter rescue equipment, and helicopter surf rescue procedures.

(B) Requisite Skills.

The ability to determine applicability of air operations, establish and control a designated landing zone, assess fire protection needs, communicate with air crews, identify hazards, rig aircraft for anticipated rescue procedures, apply crash survival procedures, select and use PPE, and work with an air crew's capabilities and skill level to rescue a victim from the water.

18.2.13*

Implement procedures for performing watercraft-based rescue of an incapacitated, water-bound victim as a member of a team, given a swiftwater environment expected by the AHJ, watercraft designated victim packaging, water rescue equipment, and water rescue PPE, so that control and stability of the watercraft is maintained and the victim is removed from the hazard.

A.18.2.13

Watercraft operators should be required to perform a range of skills that demonstrate the operator's ability to control the craft in challenging or adverse conditions, to recover from a loss of power or primary means of propulsion, to right an overturned craft, to cast and recover rescuers and victims, to dock with fixed points and other watercraft, and to tow a disabled watercraft to safety. The specific evolutions required to demonstrate this level of proficiency should be defined by the AHJ.

All personnel (including the operator) should be competent in the use of self-rescue practices and procedures applicable to the scope of operation, including defensive swimming skills and swiftwater self-rescue skills as identified by the AHJ.

These requirements should be applied in the same manner that apparatus operators must meet specific knowledge and skill requirements based on the type of apparatus being operated. (see NFPA 1010) .

(A) Requisite Knowledge.

Limitations and uses of available watercraft, local environmental access and egress procedures, parbuckling (rollup) techniques, dynamics of moving water and its effects on watercraft handling, conditional requirements for PPE, and the effects of extrication on watercraft handling and stability.

(B) Requisite Skills.

The ability to select and don appropriate water rescue PPE and victim packaging equipment, move about in a designated watercraft in swiftwater conditions, and manage the movement of a water-bound victim using techniques identified by the AHJ.

18.2.14

Demonstrate ability to tie and secure knots, bends, and hitches, given ropes, webbing, and a list of knots used by the AHJ, so that the knots are dressed, recognizable, and backed up as required.

(A) Requisite Knowledge.

Knot types, construction, terminology, and use for swiftwater rescue situations, tying and securing, and difference between life safety rope and utility rope.

(B) Requisite Skills.

The ability to tie representative knots, bends, or hitches appropriate for the given rope requirements, as follows:

- (1) End of line loops
- (2) Midline loops
- (3) Securing rope around desired objects
- (4) Joining rope or webbing ends together
- (5) Gripping ropes

18.2.15

Construct a single-point anchor system, given water rescue or life safety rope and other auxiliary rope rescue equipment, so that the chosen anchor system fits the swiftwater incident needs and the integrity of the system is maintained throughout the operation.

(A) Requisite Knowledge.

Application of knots, rigging principles, anchor selection criteria, system safety check procedures, rope construction, and rope rescue equipment, applications, and limitations.

(B) Requisite Skills.

The ability to select rope and equipment; tie knots; rig systems; choose and evaluate anchor points for required strength, location, and surface contour prior to placing into service; and perform a system safety check to ensure it does not interfere with the rescue operations.

18.2.16*

Construct a multiple-point anchor system, given water rescue or life safety rope and other auxiliary rope rescue equipment, so that the chosen anchor system fits the swiftwater incident needs and the integrity of the system is maintained through the operation.

A.18.2.16

For the purposes of this document, the term static loads relates to forces applied within a system when the load is not moving. The term dynamic loads is intended to address those forces created by moving loads as well as those caused by the sudden cessation of that movement (shock loads).

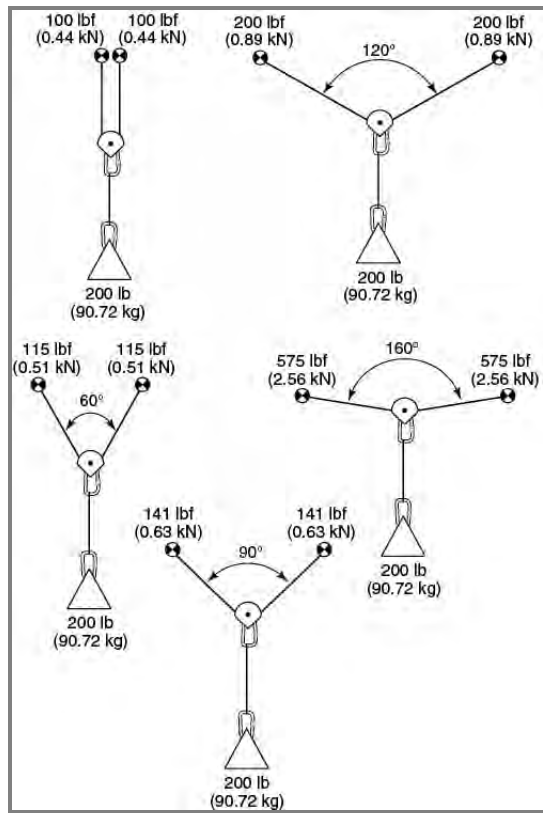
With reference to the relationship between angles and force within multiple-point anchor systems: When a rope (web) is connected between two anchor points and a load placed in between, an angle is formed. This interior angle acts as a force multiplier. As the angle increases, the force directed along the rope (web) is amplified, increasing the force felt on the anchors. For example, at 120 degrees, the force on each anchor is equivalent to the load. As the angle continues to increase, the force on each anchor rapidly increases. [see Table A.18.2.16 and Figure A.18.2.16] .

In Table A.18.2.16 , assume a load mass of 200 lb (91 kg) creating a force of approximately 200 lbf (0.89 kN) at the point of attachment.

Table A.18.2.16 Force Conversion Table

Force at Each Anchor		
Angle	lbf	kN
0	100	0.44
30	103	0.46
45	108	0.48
60	115	0.51
90	141	0.63
120	200	0.89
160	575	2.56
170	1,147	5.10
179	11,459	50.97

Figure A.18.2.16 The Effect of Angle Forces on Anchors and Lines: Critical Angles.



(A) Requisite Knowledge.

Relationship of angles for forces created in the rigging of multiple-point anchor systems, safety issues in choosing anchor points, system safety check methods that allow for visual and physical assessment of system components, methods to evaluate the system during operations, integrity concerns, weight distribution issues and methods, knots and applications, selection and inspection criteria for hardware and software, formulas needed to calculate safety factors for load distribution, and the concepts of static loads versus dynamic loads.

(B) Requisite Skills.

The ability to select rope and equipment; tie knots; rig systems; choose and inspect anchor points for required strength and location prior to placing into service; and perform a system safety check to ensure it does not interfere with rescue operations.

18.2.17

Conduct a system safety check, given a rope-based water or life safety rescue system and rescue personnel, so that a physical/visual check of the system is made to ensure proper rigging.

(A) Requisite Knowledge.

System safety check procedures, construction and operation of rope rescue systems and their individual components, use of PPE, equipment inspection criteria, signs of equipment damage, principles of rigging, and equipment replacement criteria.

(B) Requisite Skills.

The ability to apply and use PPE, inspect rope rescue system components for damage, assess a rope rescue system for configuration, secure equipment components, inspect all rigging, perform a system safety check and load test, and announce and acknowledge verbal confirmation of these actions before life-loading a rope-based water rescue system.

18.2.18

Place edge protection, given water rescue or life safety rope or webbing traversing a sharp or abrasive edge, edge protection, and other auxiliary rope rescue equipment, so that the rope or webbing is protected from abrasion or cutting and the rescuer is safe from falling while placing the edge protection.

(A) Requisite Knowledge.

Materials and devices that can be used to protect ropes or webbing from sharp or abrasive edges or surfaces, fall protection measures, dangers associated with sharp or abrasive edges or surfaces, and methods to mitigate sharp and abrasive edges and surfaces.

(B) Requisite Skills.

The ability to select protective devices for rope and webbing, protect personnel from falls while working near edges, secure edge protection, and secure ropes or webbing in a specific location.

18.2.19*

Construct a simple rope mechanical advantage system, given water rescue or life safety rope, carabiners, pulleys, rope grab devices, and auxiliary rope rescue equipment, so that the system constructed can accommodate the load, is efficient, is connected to the anchor system(s) or the load, and does not interfere with rescue operations.

A.18.2.19

Simple rope mechanical advantage systems in swiftwater rescue are often used to tension fixed rope systems over moving water, assist rescuers and litters up low-angle terrain, and pull a watercraft upstream against current to a safe location.

(A) Requisite Knowledge.

Principals of mechanical advantage, capabilities and limitations of various simple rope mechanical advantage systems, applications of knots, rigging principles, and system safety check procedures.

(B) Requisite Skills.

The ability to select rope and equipment, tie knots, construct a simple mechanical advantage system, attach the mechanical advantage system to the anchor system and load, and perform a system safety check.

18.2.20*

Construct a fixed rope system across moving water rescue, given an anchor system(s), water rescue or life safety rope, rope rescue equipment, and a swiftwater environment expected by the AHJ, so that the system constructed can accommodate the expected load.

A.18.2.20

Fixed ropes might be placed across moving water perpendicularly as the base of a rope system that can move watercraft or waterborne aids up current, down current, river left, and river right. A fixed rope might also be placed across moving water at an angle to move or direct watercraft, waterborne aids, or in-water rescuers or victims to an appropriate shore. Both types of fixed rope systems will be placed between two suitable and appropriate anchors on each side of the moving water.

(A) Requisite Knowledge.

Knot selection, calculations of expected loads, incident evaluation operations as related to interference concerns and setup, rigging principles, system safety check procedures, and methods of evaluating system components for compromised integrity.

(B). Requisite Skills.

The ability to select appropriate knots; calculate expected loads; connect rig systems to anchor systems; perform system safety checks; control, ferry, descend, and ascend a watercraft; evaluate incidents; and evaluate system components for compromised integrity.

18.2.21*

Construct a system intended to provide belay within a rope-based water rescue system, given water rescue or life safety rope, a swiftwater environment expected by the AHJ, an anchor system, PPE, and rope rescue equipment, so that the system is capable of arresting movement of a watercraft.

A.18.2.21

Rescuers in the swiftwater environment commonly deal with wet and muddy rope rescue equipment that can interfere with or prevent belay devices from functioning properly. Dead stopping the rope in some fashion to prevent unwanted downstream travel in case of belay device failure should be considered.

(A). Requisite Knowledge.

Principles of belay systems, capabilities and limitations of various devices used to provide belay, application of knots, rigging principles, and system safety check procedures.

(B). Requisite Skills.

The ability to select, don, and use hazard-specific PPE; select a system; tie appropriate knots; connect rig systems to anchor systems; and perform system safety checks.

18.2.22*

Construct a simple rope-based lowering and raising system to move a waterborne load upcurrent or downcurrent, given an anchor system, water rescue or life safety rope, a swiftwater environment expected by the AHJ, a descent control device, and auxiliary rope rescue equipment, so that the system can accommodate the load.

A.18.2.22

Simple rope-based lowering and retrieval systems are commonly used to control a watercraft, waterborne aid, or tethered rescuer downstream to perform a pick-off type water rescue. Rescuers should assess the water forces and be ready to potentially construct a simple mechanical advantage system if needed when retrieving the load.

(A). Requisite Knowledge.

Capabilities and limitations of various descent and hauling devices, capabilities and limitations of various simple descent and hauling systems, capture and belay device application, application of knots, rigging principles, and system safety check procedures.

(B). Requisite Skills.

The ability to select and tie appropriate knots; rig systems; attach descent or haul systems, anchor systems, and loads; control the descent while lowering, hold load in place, and raise or increase load over a required distance is belayed; and perform a system safety check.

18.2.23

Direct a simple rope-based lowering and raising system to move a waterborne load upcurrent or downcurrent, given an anchor system, water rescue rope, a swiftwater environment expected by the AHJ, a descent control device, and auxiliary rope rescue equipment, so that the system can accommodate the load.

(A) Requisite Knowledge.

Principles of mechanical advantage systems, capabilities and limitations of various simple rope mechanical advantage systems and on-water directional movement of the waterborne load, correct operation of rope-based control systems, personnel assignments, operational commands, and system safety check procedures.

(B) Requisite Skills.

The ability to select appropriate PPE, direct personnel, use operational command, perform a system safety check, manage movement to belay, lower and hold the load at a downcurrent position, move the load or increased load upcurrent with minimal effort over the required distance, and identify safety concerns in a swiftwater rescue environment.

18.2.24*

Construct a rope-based control system to affect movement of a watercraft, given a designated mission, a swiftwater environment expected by the AHJ, rescue personnel, water rescue or life safety rope, and auxiliary rope equipment, so that the watercraft can be lowered downcurrent, held in place, retrieved, or maneuvered to a safe location as needed.

A.18.2.24

A rope-based control system that allows rescuers to move a floating watercraft or waterborne aid up current, down current, river left, or river right as needed is commonly called a movable control point (MCP). MCP operations generally involve a carriage-type rope pulley system that travels on a tensioned static line above the water upstream of the rescue target location. It can be constructed and operated from one or both shore areas adjacent to moving water, depending on terrain and shore features.

(A) Requisite Knowledge.

Principles of mechanical advantage systems, capabilities and limitations of various simple rope mechanical advantage systems and on-water directional movement of the waterborne load, correct operation of rope-based control systems, personnel assignments, operational commands, and system safety check procedures.

(B) Requisite Skills.

The ability to select appropriate PPE, rope, and equipment; tie knots; rig systems; attach the rope-based control system to the waterborne load; and perform a system safety check.

18.2.25

Direct a rope-based control system to affect movement of a watercraft, given a designated mission and a swiftwater environment expected by the AHJ, so that the watercraft can be lowered downcurrent, held in place, retrieved, or maneuvered to a safe location as needed.

(A) Requisite Knowledge.

Techniques and system for safe transfer of stranded victims from a natural or man-made feature in a swiftwater environment, various techniques for the transfer and handling of stranded victims into the waterborne aid, swiftwater hazards and features, and watercraft or waterborne aid limitations and capabilities.

(B) Requisite Skills.

The ability to select appropriate PPE, direct personnel, use operational command, manage movement of a rope-based control system to move watercraft, and identify safety concerns in a swiftwater rescue environment in accordance with AJH protocols.

18.2.26*

Perform a non-water entry rescue in the swiftwater and flooding environment, given an incident scenario, PPE, and a swiftwater environment expected by the AHJ, swiftwater rescue tool kit, PPE, swiftwater rescue equipment, and rope rescue equipment, so that rescue is accomplished; and adopted policies in accordance with AHJ protocols and safety procedures are followed.

A.18.2.26

~~In the water~~ Each AHJ might have specific needs and methods of non-water entry rescue environment, ~~a non-water entry that rescue~~ might be performed from shore-based areas or a watercraft; ~~placing the that might place~~ rescuers on, but not directly in, the hazard. Rescuers should ensure they use proper PPE, ~~that rapid intervention crews are be tested~~ in place, the specific evolution selected by the AHJ and ~~should~~ be trained in the operation, parameters, and emergency procedures of the watercraft rescue evolution and actions to take in case of accidental immersion.

(A) Requisite Knowledge.

Types and capabilities of PPE, effects of hydrodynamic forces on rescuers and victims, hydrology and characteristics of water, behaviors of water-bound victims, water rescue rope-handling techniques, incident-specific hazard identification, criteria for selecting victim retrieval locations based on the water environment and conditions, hazards and limitations of shore-based rescue, local policies/procedures for rescue team activation, and information on local water environments.

(B) Requisite Skills.

~~Select~~ The ability to select and use task-specific PPE, identify water hazards (i.e., upstream or downstream, current or tide), identify hazards directly related to the specific rescue, and demonstrate appropriate shore-based victim removal techniques.

18.2.27*

Terminate an incident, given PPE discipline- specific to the incident; PPE and rescue equipment, communication equipment, decontamination equipment and supplies, and isolation barriers, and a tool kit, so that rescuers and bystanders are protected and accounted for during termination operations; ~~the party responsible is notified of any modifications or damage created during the operational period; documentation of loss or material use is accounted for; scene documentation is performed; and control is transferred to a responsible party; potential or existing hazards are communicated to that responsible party; debriefing, postincident analysis, and critique are conducted; and command is terminated.~~

A.18.2.27

~~The committee recognizes that technical~~ Technical rescue incidents pose unique challenges in terms of safely concluding or demobilizing an event. The sequence and manner ~~by in~~ which resources are transitioned out of an event require careful analysis to ensure that scene and rescuer safety are not compromised. Risk management strategies can include both active and nonintervention strategies, such as not removing (abandoning in place) equipment; ~~or denying entry to a site; Catastrophic and so forth. A large number of catastrophic~~ events have occurred during the end or termination stages of such events when personnel are fatigued ~~or distracted~~ and resources are in a state of transition from active event participation to a return to service.

(A) Requisite Knowledge.

PPE characteristics, hazard and risk identification, isolation techniques, statutory requirements identifying responsible parties, accountability system use, reporting methods, record-keeping protocols, and post-incident analysis techniques.

(B) Requisite Skills.

~~Ability~~ The ability to select and use hazard-specific PPE; decontaminate PPE and personnel; use barrier protection techniques; ~~data collection, and record-keeping/reporting protocols; and participate in conduct postincident analysis activities~~ collect data; report loss of materials; document potential or existing hazards on scene; and participate in post-incident analysis activities.

18.3 Technician Level.

The job performance requirements defined in ~~5.3.5 ; 5.3.6 ; 17.3.1 through 17.3.5 and~~ Sections 18.2 and 18.3 shall be met prior to or during technician-level qualification in swiftwater rescue.

18.3.1

Perform an entry rescue in ~~the a~~ swiftwater and flooding environment; ~~expected by the AHJ,~~ given an incident scenario, PPE, ~~and~~ swiftwater PPE, and water rescue ~~tool kit equipment~~ and rope, so that a victim rescue is accomplished ~~and adopted policies in accordance with AHJ protocols~~ and safety procedures are followed.

(A) Requisite Knowledge.

Types and capabilities of PPE, effects of hydrodynamic forces on rescuers and victims, hydrology and characteristics of water, behaviors of water-bound victims, water rescue rope-handling techniques, incident-specific hazard identification, criteria for selecting victim retrieval locations based on the water environment and conditions, hazards and limitations of shore-based rescue, personnel accountability protocols, and information on local water environments.

(B) Requisite Skills.

~~Select~~ The ability to select, don, and utilize use task-specific PPE; ; identify water hazards (i.e., upstream or downstream, current or tide); ; identify hazards directly related to the specific rescue; ~~and~~ ; demonstrate appropriate victim packaging and removal techniques; ; and use a personnel accountability system.

18.3.2

~~Negotiate~~ Demonstrate the ability to offensively and defensively swim and float in a designated swiftwater course, given a ~~course that is representative of the bodies of~~ swiftwater ~~existing or anticipated within environment expected by the geographic confines of the AHJ,~~ water AHJ and swiftwater rescue PPE; and swim aids as required equipment, so that ~~the specified objective is reached, all performance parameters are achieved,~~ movement is controlled, hazards are continually assessed, and distress signals are demonstrated; ~~and rapid intervention for the rescuer has been staged for deployment .~~

(A) Requisite Knowledge.

Hydrology and specific hazards anticipated for representative water rescue environments (i.e., shoreline, in-water, and climatic), selection criteria for water rescue PPE and swim aids for anticipated water conditions and hazards, ~~and~~ swimming techniques for a representative body of water, and personnel accountability methods.

(B) Requisite Skills.

The ability to ~~swim~~ apply offensive and ~~float~~ defensive swimming and floating skills in different water conditions ~~with and without as required,~~ use flotation aids or swim aids as required, apply hazard recognition and avoidance techniques, demonstrate water survival skills, don and doff PPE, ~~select and use swim aids,~~ utilize use communications systems, identify emergency procedures and methods used by the AHJ, identify safety areas in the swiftwater environment, and implement personnel accountability protocols; ~~and evaluate water conditions to identify entry points and hazards .~~

18.3.3

Perform an entry swiftwater rescue from a rescue platform such as a vessel, boat, watercraft, or other waterborne transportation aid while negotiating a designated swiftwater course, ~~given a course that is representative of the bodies of swiftwater existing or anticipated within the geographical confines of the AHJ,~~ water rescue PPE, and swim aids as required, ~~so that the specific objective is reached, all performance parameters are achieved,~~ movement is controlled, hazards are continually assessed, distress signals are demonstrated, personnel accountability is implemented, and rapid intervention for the rescuers has been staged for deployment given a swiftwater environment expected by the AHJ, so that a victim rescue is accomplished in accordance with AHJ protocols and safety procedures are followed .

(A) Requisite Knowledge.

~~The operator and/or crew AHJ safety protocols of any waterborne transportation aid must be knowledgeable in the application and safe operation of in-water rescuers operating from, around, or near the waterborne transportation device and its limitations, and follow all manufacturers' recommendations. The operator and crew of the waterborne transportation aid must comply with all the regulatory and applicable laws of safe water transportation ; entry and victim recovery procedures according to the AHJ and understand to AHJ watercraft protocols; emergency procedures and communications; and personnel accountability methods.~~

(B) Requisite Skills.

~~The ability to locate water entry and egress methods from the a platform-used , assess swiftwater conditions, recover capsized vessels, move vessels in swiftwater conditions, implement personnel accountability methods, and understand patient packaging and handling techniques.~~

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1006_Chapter_18_forTerra.docx		
1006_FR-25_Ch18_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Feb 06 20:22:18 EST 2025

Committee Statement

Committee Statement: This revision streamline the swiftwater JPRs into a stand alone chapter in an effort to reduce confusion of vertical rope skills and surface water JPRs integrated into swiftwater ones. This will improve the usability of this standard. It also rewords and reorganizes contents to better comply with JPR formatting.

Response Message: FR-25-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

38 Eligible Voters

12 Not Returned

22 Affirmative All

3 Affirmative with Comments

1 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
A.18.2.3, "appropriated" should be "appropriate"
Young-Brungard, Tracie M.

18.1.2b) "time constraints" is this defined somewhere in the standard? If there is a time to be met, it needs to be identified similar to what used to be in NFPA 1001. 18.1.4(b) "Use an initial

command system, for consistency of language should this be changed to state "Implement an initial..."
18.2.4(b) What is "advanced swim", is the defined in the standard? 18.2.14 Are the types of knots
reference in national curriculum? 18.2.27 "discipline specific incident revise language for consistency
"given a simulated water rescue incident".

Negative with Comment

Hodges, Bruce

Due to changes in 18.2 ND 18.2.1



First Revision No. 8-NFPA 1006-2025 [Section No. 19.3.4]

19.3.4*

~~Negotiate a designated underwater course, given a confined water environment, a simulated condition of low or no visibility, dive PPE, a blackout mask, dive safety equipment, and props, so that public safety diving skills are demonstrated in a controlled environment. Negotiate a SCUBA water course, given a SCUBA dive designated course, safety equipment, props, and water body, so that skills are demonstrated in a controlled environment, performance parameters are achieved, hazards are continually assessed, correct buoyancy control is maintained, and emergency procedures are demonstrated.~~

(A) Requisite Knowledge.

~~Basic SCUBA theory (subsurface skills).~~ Subsurface operating and survival techniques, safe diving practices, and emergency procedures.

(B) Requisite Skills.

~~The ability to maneuver in limited-visibility water conditions with SCUBA and to apply water survival skills. Basic SCUBA skills, including the ability to maneuver using SCUBA in different water conditions, including limited visibility, and apply water survival skills.~~

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1006_FR-8_19.3.4_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-RES
Submittal Date: Thu Jan 09 16:14:21 EST 2025

Committee Statement

Committee Statement: This revision explains what was meant by a SCUBA course by articulating that the individual is being tested for swimming and navigating underwater with low or no visibility. The remainder of the JPR was edited to better match JPR formatting and the intent of the skills being tested.

Response Message: FR-8-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

- 38 Eligible Voters
- 12 Not Returned
- 23 Affirmative All
- 3 Affirmative with Comments
- 0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.
Burrero, Alberto
Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schecter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 39-NFPA 1006-2025 [Section No. A.3.3.134]

A.3.3.134 Rapid Intervention Crew/Company (RIC).

Fire departments respond to many incidents that present a high risk to ~~fire-fighter~~ firefighter safety. Departments in compliance with applicable federal, state, or provincial health and safety regulations of the country of interest must have a minimum of two persons on scene fully equipped when members are operating in an atmosphere immediately dangerous to life or health (IDLH) or a potentially IDLH atmosphere. The primary purpose is the rescue of injured, lost, or trapped ~~fire-fighters~~ firefighters. Departments ~~utilizing~~ using an incident management system in accordance with NFPA ~~4564~~ 1550 or applicable federal, state, or provincial health and safety regulations of the country of interest, along with a personnel accountability system, have incorporated ~~the an~~ a RIC into their management system. Many departments have redefined their response plans to include the dispatch of an additional company (~~e.g. i.e.~~ , engine, rescue, or truck) to respond to incidents and stand by as the RIC. Incident commanders can assign additional RICs based on the size and complexity of the incident scene. This rule is included as part of special operations incidents in NFPA ~~4500~~ 1550 [*see sample standard operating procedures (SOPs) in Section ~~8-8~~ 10.8 of NFPA ~~4500~~ NFPA 1550*] for RICs. In some departments, an RIC can also be known as a ~~Rapid Intervention Team~~ rapid intervention team.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:22:01 EST 2025

Committee Statement

Committee Statement: Updated reference in response to the consolidation of documents.

Response Message: FR-39-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

1 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
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Haynes, Shawn
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Mate, Glenn E.
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Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schecter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Young-Brungard, Tracie M.
Define RIC"

Abstention

Fox, Justin

**First Revision No. 7-NFPA 1006-2025 [Section No. A.5.2.4]****A.5.2.4**

The committee recognizes that technical rescue incidents pose unique challenges in terms of safely concluding or demobilizing an event. The sequence and manner in which resources are transitioned out of an event require careful analysis to ensure that scene and rescuer safety are not compromised. Risk management strategies can include both active and nonintervention strategies, such as not removing (abandoning in place) equipment, denying entry to a site, and so forth. A large number of catastrophic events have occurred during the end or termination stages of such events when personnel are fatigued and resources are in a state of transition from active event participation to a return to service.

Submitter Information Verification**Committee:** PQU-RES**Submittal Date:** Thu Jan 09 16:06:07 EST 2025**Committee Statement**

Committee Statement: This annex material is not relevant to the JPR in 5.2.4. It is applicable to 5.2.24 and already exists in A.5.2.24.

Response Message: FR-7-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters
12 Not Returned
23 Affirmative All
3 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Brink, Michael P.
Burrero, Alberto
Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.

McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schecter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 17-NFPA 1006-2025 [Section No. A.13.2.5]

A.13.2.5

It is the intent of the committee that rescue personnel control hazards by de-energizing or controlling, where possible, machinery power and stored energy systems that pose hazards to rescuers or victims. These systems can include components such as electrical, fuel, chemical, hydraulic, mechanical, and pneumatic systems. When controlling hazards, care should be taken not to eliminate the potential use ~~by rescuers~~ of beneficial systems by rescuers, such as ventilation, machinery movement and positioning controls, restraint retractors, or other devices, that would enable more efficient operations. These hazards include the following:

- (1) *Utilities.* Control of the utilities in and around a machinery search and rescue incident is critical to ensure the safety of responding personnel and victims. The AHJ should provide its members with training in the control of these services to provide a safe environment in which to operate and to ensure the safety of victims. The following utilities should be considered when providing training:
 - (a) Electrical services (primary and secondary)
 - (b) Gas, propane, fuel oil, or other alternative energy sources (primary systems)
 - (c) Water
 - (d) Sanitary systems
 - (e) Communications
 - (f) Secondary service systems (~~such as e.g.,~~ compressed, medical, or industrial gases)
- (2) *Hazardous Materials.* Machinery rescue incidents might include various materials that, when released during an incident, could pose a hazard to victims and responders. The AHJ should provide members with training in the recognition of potential hazardous material releases, the determination of an existing hazard, and the methods used to contain, confine, or divert hazardous materials to conduct operations safely and effectively.
- (3) *Release of High-Pressure Systems.* Machinery often includes high-pressure systems (e.g., hydraulic, pneumatic) that can fail without warning. Such failure can cause extremely hazardous conditions, injury, and death of victims and responders. The AHJ should provide members with training in the recognition of potential high-pressure system hazards, the determination of an existing hazard, and the methods used to contain, confine, or divert such hazards to conduct operations safely and effectively.
- (4) *Personal Hazards.* At the site of any machinery search and rescue incident, many dangers exist that pose personal injury hazards to the responders. The AHJ should train members to recognize the personal hazards they encounter and to use the mitigation methods as needed to mitigate these hazards to help ensure member safety. Every member should be made aware of hazards such as trips, falls, blows, cuts, abrasions, punctures, and impalement.

Given the emergence of autonomous, semiautonomous, and remotely operated machinery systems, including mobile and fixed location types, responders at the awareness level need to be able to recognize and identify these complex systems, which might require additional specialized hazard control and render-safe procedures and techniques. Autonomous and remotely operated machinery systems present with the additional hazard of uncommanded movement until rendered safe and immobilized and shut down in accordance with manufacturers' guidelines.

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Tue Jan 14 19:10:38 EST 2025

Committee Statement

Committee Statement: Given the emergence of autonomous machinery systems as well as other emerging technologies, it is critical that responders are aware of their concurrent hazards and additional render-safe procedures.

Response Message: FR-17-NFPA 1006-2025

Ballot Results

✔ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree

**First Revision No. 44-NFPA 1006-2025 [Section No. A.14.2.13]****A.14.2.13**

The role of a rigging task forces is to develop a system of rappel and climbing lines. Rope rescue equipment used in ~~the~~ cave rescue environment typically falls under the requirements outlined in NFPA ~~1983~~ 2500 .

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:46:51 EST 2025

Committee Statement

Committee Statement: Updated to reflect the new document number after consolidation.

Response Message: FR-44-NFPA 1006-2025

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

1 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schechter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Young-Brungard, Tracie M.

agree

Abstention

Fox, Justin

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First Revision No. 38-NFPA 1006-2025 [Section No. A.17.2.9]

A.17.2.9

It is the intent of the committee that the watercraft operator be required to perform a range of skills that demonstrate the operator's ability to control the craft in challenging or adverse conditions, to recover from a loss of power or primary means of propulsion, to right an overturned craft, to cast and recover rescuers and victims, to dock with fixed points and other watercraft, and to tow a disabled watercraft to safety. The specific evolutions required to demonstrate this level of proficiency should be defined by the AHJ.

All personnel (including the operator) should be competent in the use of self-rescue practices and procedures applicable to the scope of operation, including, but not limited to, drownproofing, swiftwater self-rescue, current considerations (e.g., rip current, etc.), and basic swimming skills as identified by the AHJ.

These requirements should be ~~applied met~~ in the same manner that apparatus operators ~~must~~ meet specific knowledge and skill requirements based on the type of apparatus being operated (see ~~NFPA 1002~~ 1010).

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:15:54 EST 2025

Committee Statement

Committee Statement: This revision reflects the new standard number after NFPA 1002 was consolidated.

Response Message: FR-38-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree





First Revision No. 12-NFPA 1006-2025 [Section No. A.19.3.3]

A.19.3.3

The intent of an underwater SCUBA course with a blackout mask is to ensure individuals are competent in conducting diving skills in a zero-visibility situation, as is often presented in technical search and rescue diving. Training with a blackout mask allows individuals to demonstrate these skills in a controlled environment under direct supervision. During training, individuals should show control of buoyancy, maintain safe ascent and descent rates, identify and mitigate hazards and entanglements, maintain communications, and manage their air supply.

Examples of PPE used in dive rescue are buoyancy control devices, full face mask and second-stage regulators, dive masks, fins, snorkels, redundant air systems, consoles (with submersible pressure gauge, depth gauge, and dive timer), thermal protection, weighting systems, cutting tools, and lighting systems. See Figure A.19.3.2 for an example of a pre-dive safety checklist.

The committee recommends the diver perform these skills in a blacked-out mask to test ability to perform in a low-visibility environment. The reason this is being done in a pool or confined water environment is so that the student can be observed for problems prior to being exposed to the actual low-visibility environment. These skills involve locating and utilizing personal emergency equipment (not limited to cutting devices, secondary air system, communications equipment, and so forth) positioned according to AHJ protocols.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1006_FR-12_A.19.3.3_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Jan 10 11:47:59 EST 2025

Committee Statement

Committee Statement: This revision clarifies the intent of the committee regarding the requirements on limited and no visibility dive training and provides examples to improve usability.

Response Message: FR-12-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.
Burrero, Alberto
Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 24-NFPA 1006-2025 [Chapter B]

Annex B ~~Explanation of the Understanding~~ Professional Qualifications Standards and ~~Concepts of Job Performance Requirements~~ (JPRs)

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

B.1 Definitions.

Accrediting Body. A voluntary, nongovernmental association that administers accrediting procedures for entities that certify individuals to fire service professional qualifications standards, or programs granting degrees in nonengineering fire/emergency services-related fields. [1000, 2022]

Certifying Entity. An organization that is accredited to award certification to individuals. [1000, 2022]

Cognitive Assessment Methodology. Cognitive written (knowledge) assessment methodology is used to evaluate a candidate's subject matter knowledge using a written test in which the candidate is required to provide specific answers to specific questions related to the job performance requirement (JPR), requisite knowledge (RK), or requisite skill (RS), of the standard and level to which the candidate is seeking certification. These responses are then securely scored in relation to the answer that has been determined to be correct through the local validation process.

Document Review. A process by which records are evaluated by an accredited agency to ensure a candidate meets RK and RS prior to, or concurrent with, JPR evaluation. This process can be used in lieu of testing the RK or RS. The following can be utilized to fulfill RK and RS under a document review protocol: certifications (accredited or nonaccredited), proof of completion of training (course completion or training records), licenses (FAA, EMS, others), experience (life learning), or other (subject to stakeholder approval).

Educators. Individuals and/or groups that provide instruction in a higher educational environment. This includes vocational/technical schools, community colleges, and colleges/universities, for the purpose of providing courses that satisfy degree or certificate requirements.

Portfolio Verification. A process used to determine compliance with the JPRs or objectives of the appropriate standard/level by verifying documentation of the candidate's experience, training, and education. A list of acceptable documents or items for each JPR would be predetermined. Examples include coursework at an educational center, participation in a certain number of investigations, and testifying at court.

Publisher. An organization that produces and/or releases for distribution textbooks, curricula, test items, and so forth in multiple media formats for education and training purposes.

Process Assessment Methodology. Used to evaluate a candidate's ability to use mental activity to perform a cognitive skill. An evaluator cannot directly observe this mental process. The trained evaluator grades the student in real time, using identified scoring criteria such as a rubric that can facilitate interrater reliability by allowing the evaluator to differentiate consistently between different degrees of candidate performance. There could be more than one acceptable outcome.

Product Assessment Methodology. Used to evaluate a candidate's ability to perform a cognitive skill that cannot be directly observed but is evaluated on how an individual completes the task outcome. The student is given an assignment that requires the application of knowledge to yield a product. A trained evaluator scores this product after it is submitted. The product is graded using identified scoring criteria such as a rubric.

Psychomotor Assessment Methodology. Used to evaluate a candidate's ability to perform physical tasks in a real-time skills performance evaluation. Candidates are required to correctly perform the physical task/skill identified by the critical components of the JPR and are evaluated on their directly observed performance. Correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.

Requisite Knowledge and Requisite Skills (RK and RS). The necessary knowledge and skills the individual should have prior to or concurrently with being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Recertification. The process by which an individual maintains proficiency or certifies again, prior to the expiration of his/her certification. [1000, 2022]

Renewal. The process by which an individual certifies again, after the expiration of his/her certification. [1000, 2022]

Rubric. A scoring guide used to evaluate the quality of candidates' constructed responses listing as a minimum the criteria or characteristics that a candidate's performance should exhibit and describing specific quality levels for those criteria.

Trainer. Individuals or groups that provide instruction of knowledge and skills in a technical and/or vocational environment. This includes state fire training systems, county/regional training systems, and local fire department training units, for the purpose of providing basic and advanced level training.

B.2 ~~Explanation of the~~ Professional Qualifications Standards and the Concepts of Job Performance Requirements (JPRs) JPRs .

The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for emergency services personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

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

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

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

B.3 The Parts of a JPR.

B.3.1 Critical Components.

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

- (1) Task to be performed, partial description using an action verb (*See Figure B.3.1 for examples of action verbs used in the creation of JPRs.*)
- (2) Tools, equipment, or materials that are to be provided to complete the task
- (3) Evaluation parameters and performance outcomes

Figure B.3.1 Examples of Action Verbs.

	1 Pre-operational	2 Basic Skills Application	3 Superior Skills	4 Skills Bridging	5 Creation and Evaluation
Pre-operational	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify
Basic Skills Application	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify
Superior Skills	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify
Skills Bridging	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify
Creation and Evaluation	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify	Associate, Assign, Build, Check, Compare, Confirm, Create, Define, Develop, Direct, Document, Demonstrate, Discuss, Evaluate, Explain, Implement, Inspect, Interview, Lead, Monitor, Prepare, Report, Review, Select, Solve, Support, Train, Verify

Table B.3.1 gives an example of the critical components of a JPR.

Table B.3.1 Example of a JPR

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

B.3.1.1 The Task to Be Performed.

The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished. The action verb must be used in context with the rest of the JPR.

B.3.1.2 Tools, Equipment, or Materials That Must Should Be Provided for Successful Completion of the Task.

This component ensures that all the individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what will should be provided in order for the individual to complete the task.

B.3.1.3 Evaluation Parameters and Performance Outcomes.

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

B.3.2 Requisite Knowledge and Skills.

In addition to ~~these the~~ three components, ~~the of a JPR describes~~, there are requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual ~~should would~~ have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.3.3 Examples.

With the components and requisites combined, a JPR might ~~read be~~ similar to the following two examples in B.3.3.1 and B.3.3.2.

B.3.3.1 Example: ~~Fire-Fighter~~ Firefighter I.

~~Perform overhaul at~~ Overhaul a fire scene, given ~~approved~~ PPE, an attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished. [1010: 6.3.13]

(A) Requisite Knowledge.

~~Knowledge of types~~ Types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, obvious signs of area of origin or signs of arson, and reasons for protection of fire scene. [1010: 6.3.13(A)]

(B) Requisite Skills.

The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment. [1010: 6.3.13(B)]

B.3.3.2 Example: Fire and Life Safety Educator II.

Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs. [1030: 10.2.1]

(A) Requisite Knowledge.

~~Knowledge of budgetary~~ Budgetary process; governmental accounting procedures; federal, ~~tribal~~, state, and local laws; organizational bidding process; and organization purchase requests. [1030: 10.2.1(A)]

(B) Requisite Skills.

~~The ability to estimate~~ Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests. [1030: 10.2.1(B)]

B.4 Potential Uses for The Use of JPRs by Primary Stakeholders .**B.4.1 Accrediting Bodies.**

The accrediting body utilizes JPRs to establish the minimum criteria a certifying entity can utilize in the evaluation of certification candidates at a specific job level.

The accrediting body should also assure the certifying body assesses the JPRs in a manner consistent with the entity's approved methodologies and the requirements found in NFPA 1000 .

B.4.2 Certification Entities .

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

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

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

~~Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills cannot be observed but rather are evaluated on how an individual completes the task (process-oriented) or on the task outcome (product-oriented). This performance-based evaluation would utilize assessment methodologies such as cognitive, psychomotor, product, and process. Other assessment methodologies could be utilized if approved by the accrediting body. Portfolio verification is not an assessment methodology and can be utilized to fulfill some or all JPRs.~~

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPRs in order to complete the task.

Table B.4.2 provides examples of how assessment methodologies can be utilized by a certifying body.

Table B.4.2 Assessment Methodology Sample Utilization

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Method</u>
<u>Knowledge/facts</u> <u>Action verb examples:</u> <u>identify, define, list, cite,</u> <u>state, choose, name</u>	<u>A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs</u> <u>Examples: multiple choice, sequencing, true/false, fill-in-the-blank</u>	<u>Responses are scored in relation to the answer that has been determined to be correct.</u>	<u>Cognitive</u>
<u>A manipulative skill in real time</u> <u>Action verb examples :</u> <u>climb, build, perform, raise, haul, don</u>	<u>A skills test to evaluate a candidate's ability to perform physical tasks in real time</u> <u>Examples: donning SCBA, raising ladders, tying rescue knots</u>	<u>The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.</u>	<u>Psychomotor</u>
<u>A cognitive skill that cannot be directly observed; the application of knowledge to yield a product</u> <u>Action verb examples:</u> <u>develop, create, write</u>	<u>A work product created by the candidate usually outside of the classroom setting</u> <u>Examples : creating a budget, report, proposal, lesson plan, incident action plan</u>	<u>Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission.</u> <u>Used to differentiate consistently between different degrees of candidate performance.</u>	<u>Product</u>
<u>A mental activity to perform a cognitive skill in real time that cannot be directly observed</u>	<u>Candidate performs the activity in the presence of the evaluator with the</u>	<u>Scoring rubric with questions and expected verbal responses.</u>	<u>Process</u>

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Method</u>
	explanation of mental thought, as necessary.		
<i>Action verb examples:</i> <u>inspect, investigate</u>	<i>Examples:</i> <u>performing an inspection, conducting an investigation</u>	<u>Used to differentiate consistently between different degrees of candidate performance.</u>	

B.4.3 Curriculum Development and Training Design and Evaluation (Publishers, Trainers, and Educators).

Publishers develop training materials for the fire and emergency service organizations including but not limited to certification test items and JPR correlation tables. They convert JPRs into instructional objectives and develop content to meet the intent of the standard and the training needs of the intended audience. Requisite knowledge and skills are converted into terminal and enabling objectives that define the material's content.

The publisher's goal is to best meet the training needs by publishing materials that meet the intent of the applicable standard. Subject matter experts (authors) use the objectives developed from the JPR as a roadmap to develop content. Review and validation of the material ensures the appropriate objectives to support those developed by training entities. Textbook content includes best practices within the fire and emergency services and the most up-to-date technology.

The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These statements ~~should~~ would be converted into instructional objectives with behaviors, conditions, and the degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are used to identify what students ~~must~~ would do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors would be able to clarify performance expectations and avoid confusion caused by ~~the use of using~~ statements designed for purposes other than teaching. Instructors would also be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

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

B.4.3.1 Example: Converting a ~~Fire-Fighter~~ Firefighter I JPR into an Instructional Objective.

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

~~JPR: Perform overhaul at~~ Overhaul a fire scene, given ~~approved~~ PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Instructional Objective (Cognitive): ~~The Fire-Fighter I will identify~~ Identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

Instructional Objective (Psychomotor): ~~The Fire-Fighter I will demonstrate~~ Demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

B.4.3.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective.

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

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

Instructional Objective (Cognitive): ~~The Fire and Life Safety Educator II will list~~ List and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

Instructional Objective (Psychomotor Process): ~~The Fire and Life Safety Educator II will lead~~ Lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

B.5 Other Uses for JPRs.

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

These areas might include the following:

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

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- NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024 edition.
- NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.
- ~~NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.~~
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- NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2022 edition.
- NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024 edition.
- NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.

Supplemental Information

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Pro_Qual_Annex_B_revised_January_2025_A26_.docx		
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✔ This item has passed ballot

- 38 Eligible Voters
- 12 Not Returned
- 23 Affirmative All
 - 3 Affirmative with Comments
 - 0 Negative with Comments
 - 0 Abstention

Not Returned

- Brink, Michael P.
- Burrero, Alberto
- Carpenter, Michael
- Ciccotelli, Chris
- Creel, Eric D.
- DeLuca, Jr., Ralph
- Dubnow, Robert M.
- Kitchel, Wesley V.
- McGovern, Ryan J.
- Sproul, Ralph
- Wailgum, William
- Watkins, Scott Edward

Affirmative All

- Altemose, Scott R.
- Brads, Jamey B.

Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 48-NFPA 1006-2025 [Chapter D]

Annex D National Fallen Firefighters Foundation_([NFFF](#))

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

D.1 “ 16 Firefighter Life Safety Initiatives_”

In 2004, the NFFF held an unprecedented gathering of fire service leadership when more than 200 individuals assembled in Tampa, Florida, to focus on the troubling question of how to prevent line-of-duty deaths (LODD) and injuries. Every identifiable segment of the fire service was represented and participated in the summit.

Every year approximately 100 firefighters lose their lives in the line of duty in the United States, about one every 80 hours. They are honored at the annual National Memorial Service in Emmitsburg, Maryland. In 2022, statistics provided by NFPA indicated that a firefighter is injured every 7.5 hours, an 8 percent increase over 2021.

The first Firefighter Life Safety Summit marked two significant milestones: first for gathering all segments of the fire service toward a common goal, second for developing the "16 Firefighter Life Safety Initiatives (FLSIs)." Summit attendees agreed that the 16 FLSIs could serve as a blueprint for reducing preventable deaths and injuries. Subsequent gatherings in Novato, California, in 2007; Tampa, Florida, in 2014; and San Antonio, Texas, in 2021 revisited the initiatives to determine their continued relevance and evaluate progress. Attendees agreed to a five-year cycle of revisiting the 16 FLSIs versus the original ten-year cycle due to advances in fire service training, technology, and evolution. Future gatherings are expected to assess and revise the initiatives, reflecting progress and positive changes in the LODD and injury landscape.

The National Fallen Firefighters Foundation sponsored a symposium in 2004 in Tampa, FL. At this milestone event more than 200 fire service leaders assembled and discussed the nation's fire problem and how to drastically reduce the number of fire fighter line of duty deaths. This event was the birth of the 16 Firefighter Life Safety Initiatives, which should be the catalyst for fire service training and education, and the foundation for strategic level policies and procedures.

Define and advocate the need for a cultural change within the fire service relating to safety; incorporating leadership, management, supervision, accountability and personal responsibility.

Enhance the personal and organizational accountability for health and safety throughout the fire service.

Focus greater attention on the integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities.

All fire fighters must be empowered to stop unsafe practices.

Develop and implement national standards for training, qualifications, and certification (including regular recertification) that are equally applicable to all fire fighters based on the duties they are expected to perform.

Develop and implement national medical and physical fitness standards that are equally applicable to all fire fighters, based on the duties they are expected to perform.

Create a national research agenda and data collection system that relates to the initiatives.

Utilize available technology wherever it can produce higher levels of health and safety.

Thoroughly investigate all fire fighter fatalities, injuries, and near misses.

Grant programs should support the implementation of safe practices and/or mandate safe practices as an eligibility requirement.

National standards for emergency response policies and procedures should be developed and championed.

National protocols for response to violent incidents should be developed and championed.

Fire fighters and their families must have access to counseling and psychological support.

Public education must receive more resources and be championed as a critical fire and life safety program.

~~Advocacy must be strengthened for the enforcement of codes and the installation of home fire sprinklers.~~

~~Safety must be a primary consideration in the design of apparatus and equipment.~~

D.2 NFFP's "16 Firefighter Life Safety Initiatives."

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

D-2

~~Specific Firefighter Life Safety Initiatives for Technical Rescue Personnel are as follows:~~

- ~~Define and advocate the need for a cultural change within the fire service relating to safety; incorporating leadership, management, supervision, accountability and personal responsibility.~~
- ~~Enhance the personal and organizational accountability for health and safety throughout the fire service.~~
- ~~Focus greater attention on the integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities.~~
- ~~All fire fighters must be empowered to stop unsafe practices.~~
- ~~Develop and implement national medical and physical fitness standards that are equally applicable to all fire fighters, based on the duties they are expected to perform.~~
- ~~Utilize available technology wherever it can produce higher levels of health and safety.~~
- ~~Thoroughly investigate all fire fighter fatalities, injuries, and near misses.~~
- ~~National standards for emergency response policies and procedures should be developed and championed.~~

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
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✔ This item has passed ballot

- 38 Eligible Voters
- 12 Not Returned
- 23 Affirmative All
- 2 Affirmative with Comments
- 0 Negative with Comments
- 1 Abstention

Not Returned

- Brink, Michael P.
- Burrero, Alberto
- Carpenter, Michael

Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Young-Brungard, Tracie M.
agree

Abstention

Fox, Justin

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First Revision No. 3-NFPA 1006-2025 [Chapter H]

Annex H Structural Marking Systems

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

See US&R-23-FG, "Rescue Field Operations Guide," and "INSARAG Guidelines, Volume II: Preparedness and Response," for guidelines for marking systems.

Annex G is extracted from the Army Corps of Engineers:

H.1 General:

One of the initial strategic concerns for personnel is the need to analyze the structure(s) involved in any collapse situation. This is especially true where there is more than one structure involved, as in cases of devastating earthquakes, hurricanes, or other natural or man-made disasters. The determination of the condition of the structure, hazards, and occupancy prior to the event will affect the overall search and rescue strategy.

A uniform building marking system has been developed by the FEMA National US&R Response System. There are four categories of FEMA US&R Markings:

Structure Identification Marking

Structure/Hazards Evaluation Marking

Search Assessment Marking

Victim Location Marking

The building marking system was established to ensure:

Differentiation of structures within a geographic area.

The structural condition and status of rescue operations within the structure are communicated.

Identification markings on structures may be made with International Orange spray paint (or construction crayon), placed on the building surface. In the case of hurricanes where many structures are involved, a system using a "Stick-on Label" should be used. Markings should be placed on normal address side of the structure.

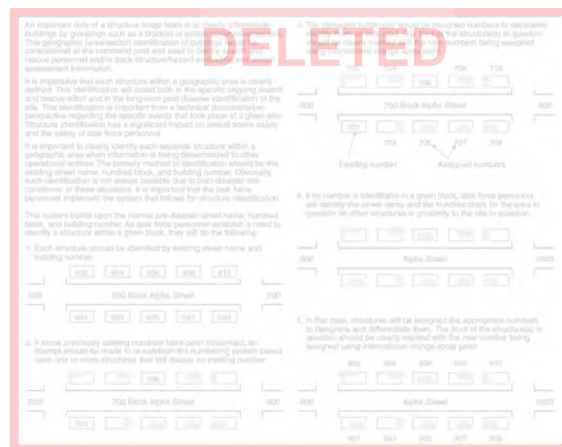
H.2 Structure Identification Marking Within a Geographic Area:

Structure identification within a geographic area is used to differentiate buildings by groups, such as by block(s) or jurisdictional area. It is imperative that personnel clearly identify each structure within a geographic area. This identification will assist both in the specific ongoing search and rescue effort and the long-term, post-disaster identification of the site.

International orange spray paint or construction crayon is used to mark buildings with their street number so that personnel can differentiate one building from another. Existing numbers should be used to fill in any unknown numbers. If all numbers are unknown, arbitrary numbers can be used (odd and even used on opposite sides of the street). The primary method of identification should include the existing street name, hundred block, and building number. Such identification is not always possible due to post-disaster conditions. [See Figure H.2(a) .]

If at all possible, the existing street name and building number will be used. If some numbers have been obliterated, an attempt should be made to reestablish the numbering based on nearby structures. If no numbers are identifiable on a given block, rescue personnel will assign and identify the street name and numbers based on other structures in the proximity. The structures should then be numbered to differentiate them (using paint or crayon).

Figure H.2(a) Structure Identification Marking System Within a Geographic Area:



It is also important to identify locations within a single structure. The address side of the building is side A. Other sides of the structure are assigned alphabetically in a clockwise manner from side A around the building. [See Figure H.2(b) .]

Figure H.2(b) Structure Identification Marking System Within a Geographic Area—Sides of a Single Structure:



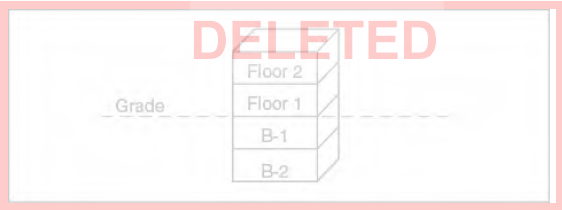
The interior of the structure can be divided into quadrants. The quadrants are identified alphabetically in a clockwise manner starting from where the side A and side B perimeter meet. The center core, where all four quadrants meet is identified as quadrant E (i.e., central core lobby, etc.) [See Figure H.2(c) .]

Figure H.2(c) Structure Identification Marking System Within a Geographic Area—Quadrants of a Single Structure:



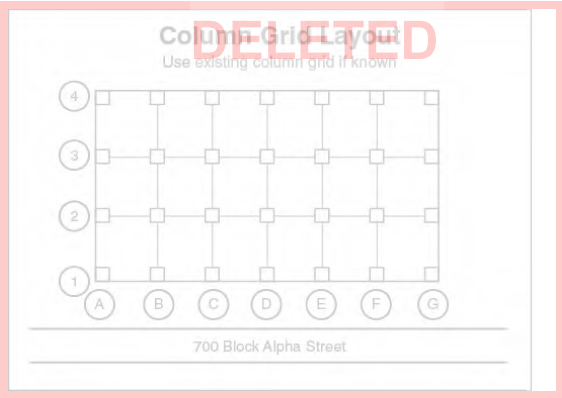
Multistory buildings must have each floor clearly identified. If not clearly discernable, the floors should be numbers as referenced from the exterior. The grade (or street) level floor is designated floor 1, and moving upward, the second floor would be floor 2, etc. Conversely, the first floor below grade (or street) level would be B-1, the second B-2, etc. For buildings where the street slopes, all at the incident must be informed as to which level will be called the first floor. [See Figure H.2(d) .]

Figure H.2(d) Structure Identification Marking System Within a Geographic Area — Floors in a Single Structure.



If a structure contains a grid of structural columns, they should be marked with 2 foot high, orange letters/numbers to further identify enclosed areas. If plans are available, use the existing numbering system. If plans are not available, letter the columns across the long side (side A in the example) starting from the left, and number the columns along the short side (side B in this example) starting from the front, side A. The story level should be added to each marked column, and be placed below the column locator mark. Example: “FL-2” = Floor 2. [See Figure H.2(e) .]

Figure H.2(e) Structure Identification Marking System Within a Geographic Area — Column Grid Layout.



H.3 Structure/Hazards Evaluation Marking:

This system is designed to identify specific hazards associated with any collapsed structure. Personnel should be cognizant of the nationally accepted marking system and should be proficient in the use of the system.

After performing a building hazard identification, the responder makes a 2 ft × 2 ft (0.6 m × 0.6 m) square box on the building adjacent to the most accessible point of entry into any compromised structure. Paint sticks, lumber crayons or international orange aerosol spray paint can be used for this marking system. Peel and stick labels or stiff paper placards may be used to avoid paint damage. It is important that an effort is made to mark all normal entry points (side A if possible) to a building under evaluation to ensure that rescue personnel approaching the building can identify that it has been evaluated.

Materials and methods used for marking should be coordinated with the AHJ in order to avoid confusion with search and other marking.

The specific markings will be made inside the box to indicate the condition of the structure at the time of the assessment. Any identified hazards will be indicated, outside of the box, on the right side. Placards have space below the box for comments on hazards.

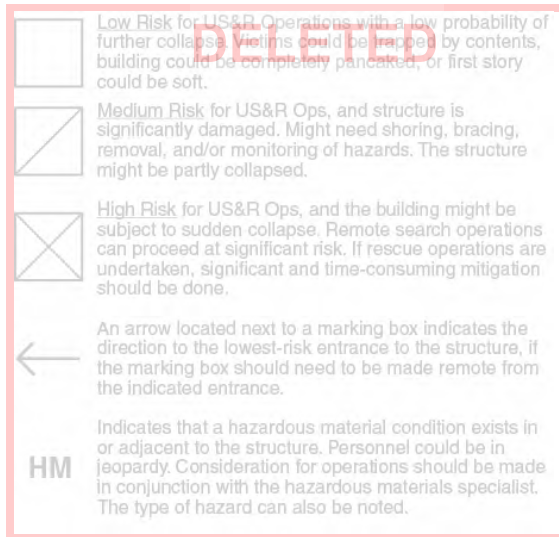
Normally the marking (or placards) would, also, be made immediately adjacent to the entry point identified as lowest risk. An arrow will be placed next to the box indicating the direction of the lowest risk entrance if the structure/hazard evaluation marking must be made somewhat remote from this entrance.

All rescue personnel must be aware of the possibility of, and look for other structure/hazards evaluation marking must be made somewhat remote from this entrance.

As each subsequent assessment is performed throughout the course of the mission, a new time, date, and unit (task force) ID entry will be made below the previous entry, or a completely new marking made if the original information is now incorrect.

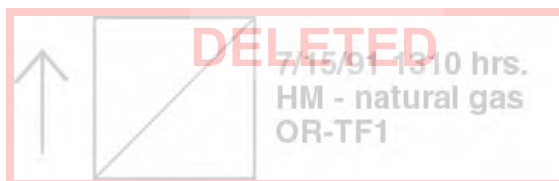
The depiction of the various markings is as follows [see Figure H.3(a)] :

Figure H.3(a) Structure and Hazards Evaluation Marking:



The time, date, and unit ID, are noted outside the box at the right-hand side. This info is made with paint stick or lumber crayon. The paper (or cardboard), stick-on placards may need to be attached using duct tape to assure their positioning. [See Figure H.3(b)]

Figure H.3(b) Marking Detail:



This example is for a medium risk building, and the arrow indicates the direction to the lowest risk entry (possibly a window, upper floor, etc.). Assessment was made on July 15, 1991, at 1:10 p.m. There is an indication of natural gas in the structure. The evaluation was made by the #1 TF from the State of Oregon.

It should be understood that this building would not be entered until the hazmat (natural gas) has been mitigated. When that mitigation is performed, this mark should be altered by placing a line through the HM and adding the time and unit who performed the mitigation. An entirely new mark could also be added when the mitigation is done, or after any change in conditions such as an aftershock. To indicate changed conditions when using labels or placards, one may cross out the hazard if mitigated or just replace the label/placard if appropriate.

Marking boxes may also be placed in each of the specific areas within the structure (i.e., rooms, hallways, stairwells, etc.) to denote hazardous conditions in separate parts of the building.

It should also be noted that the structure/hazards mark might not be made in many situations, such as structures in which rescuers are present at all times during the incident and after hurricanes for very simple structures.

H.3.1 Structure/Hazards Placard:

This placard should be printed on adhesive-backed, 8.5 inch × 11 inch heavy white paper, Rite in the Rain[®] (or equivalent) paper, or light cardboard. Cut in half to obtain two placards. (See Figure H.3.1.)

White color was selected to avoid being confused with the Green-Yellow-Red Placards that are placed during safety evaluation of structures by non-US&R engineers.

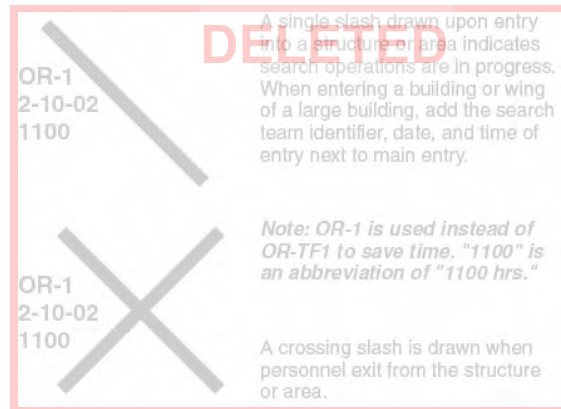
Figure H.3.1 Structure/Hazards Placard:

The figure shows two identical placards side-by-side, each with a large 'X' and the word 'DELETED' in red. Below the 'X' is a form titled 'Structural / Hazard Evaluation'. The form has fields for DATE, TIME, and TF. Below these fields is a section titled 'HAZARDS' with three columns: LR (Low Risk), MR (Medium Risk), and HR (High Risk). Each column has a checkbox and a description of the hazard. The LR column has a checkbox for 'Low Risk for US&R Ops. Low probability of further collapse. Entry could be trapped by collapse, or building could be damaged by debris or fall of masonry.' The MR column has a checkbox for 'Medium Risk for US&R Ops. Structure is significantly damaged. Hazardous materials may be present. Entry could be trapped by collapse, or building could be damaged by debris or fall of masonry.' The HR column has a checkbox for 'High Risk for US&R Ops. May be subject to further collapse. Hazardous materials may be present. Entry could be trapped by collapse, or building could be damaged by debris or fall of masonry.' Below the 'HAZARDS' section is a note: 'Should the marking be used at the scene, remove from the structure opening, place on ground next to the door to indicate the structure is too damaged to be entered.' The entire figure is enclosed in a red border.

H.4 Search Assessment Marking:

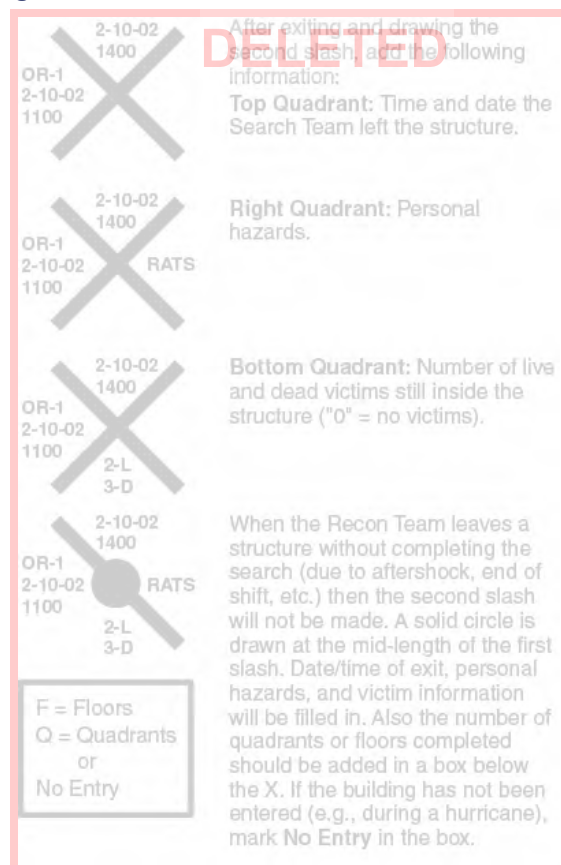
A separate and distinct marking system is necessary to denote information relating to the victim location determinations in the areas searched. This separate search assessment marking system is designed to be used in conjunction with the structure and hazards evaluation marking system. The canine search specialist, technical search specialists, and/or search team manager (or any other search and rescue team member performing the search function) will draw an "X" that is 2 ft x 2 ft (0.6 m x 0.6 m) in size with international orange paint stick, lumber crayon or color spray paint (note that K9 may be adversely effected by the fumes from the spray paint). This X will be constructed in two operations—one slash drawn upon entry into the structure (or room, hallway, etc.) and a second crossing slash drawn upon exit. [See Figure H.4(a) .]

Figure H.4(a) Search Assessment Marking.



Distinct markings will be made inside the remaining quadrants of the X to clarify denote the search status and findings at the time of this assessment. The marks will be made with carpenter chalk or lumber crayon. The following illustrations define the search assessment marks [see Figure H.4(b)] :

Figure H.4(b) Marking Detail.



In most cases, extemporaneous information will not be conveyed using the marking system. This type of communication will usually take place as a result of face-to-face meetings between search, rescue, and other components of the search and rescue team.

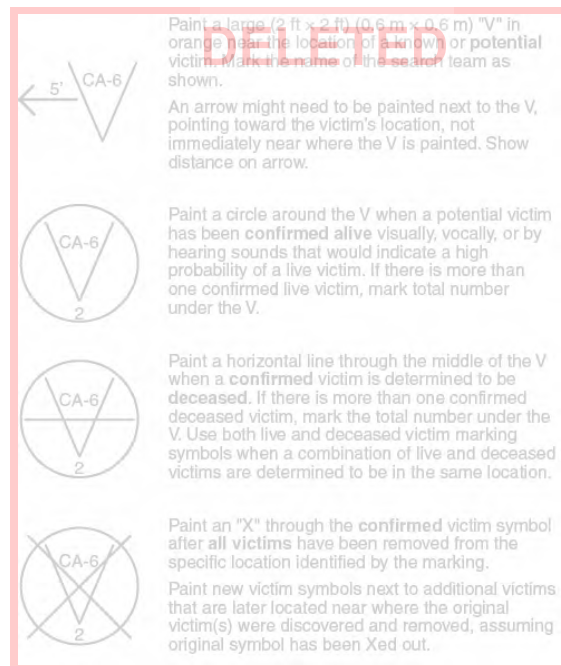
Search markings should be made at each area within a structure, such as rooms, voids, etc., but only information related to the results of the search will be marked upon exiting each space (no time or unit designation).

H.5 Victim Location Marking.

During the search function, it is often necessary to identify the location of potential and known victims because debris in the area could completely cover, obstruct, or hide the location of any victims. When a known or potential victim is located and not removed immediately, victim location marking symbols are made by the search team or others aiding the search and rescue operation. These symbols should be made with orange spray paint or orange crayon.

Figure H.5 illustrates the marking system.

Figure H.5 Victim Location Marking System.



H.6 The United Nations International Search and Rescue Advisory Group (INSARAG):

The search marking system used by the United Nations includes the following:

Structural marking should be applied on collapsed structures assessed by USAR teams:

The marking should be placed near the point of entry on the exterior of the collapsed structure that offers the best visibility:

All assessment results are to be reported to the OSOCC immediately.

The marking consists of a 3.3 ft × 3.3 ft (1 m × 1 m) square box:

Inside the box, mark the following:

“Go” if deemed safe to enter

“No-Go” if deemed unsafe to enter

Team identification

Date and time start

Date and time finish

Outside the box, mark the following:

Hazard information (top)

Missing persons (bottom)

Live victims extricated (left)

Dead victims removed (right)

Additional information

When the USAR team has completed work on the structure to its capacity, a circle is drawn around the entire marking:

After all work on the structure has been completed and it is confirmed there are no more victims, a horizontal line is drawn through the entire marking. (See Figure H.6).

Figure H.6 INSARAG Marking System.



Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1006_FR-3_Annex_H_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Thu Jan 09 13:07:12 EST 2025

Committee Statement

Committee Statement: The previous edition text of this section was out of date, and instead of keeping up with the varied revision cadences of multiple documents and sources, the technical committee is more broadly pointing to FEMA and INSARAG as resources for the users of this standard for marking systems. This will reduce potential conflict with editions and revisions, as well as broaden applications internationally.

Response Message: FR-3-NFPA 1006-2025

[Public Input No. 7-NFPA 1006-2023 \[Section No. H.5\]](#)

[Public Input No. 8-NFPA 1006-2023 \[Section No. H.6\]](#)

[Public Input No. 6-NFPA 1006-2023 \[Section No. H.4\]](#)

[Public Input No. 4-NFPA 1006-2023 \[Section No. H.2\]](#)

[Public Input No. 5-NFPA 1006-2023 \[Section No. H.3\]](#)

Ballot Results

✓ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

2 Affirmative with Comments

1 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin

Ma, Zachary William

Mate, Glenn E.

McNemar, Ralph

Moore, Heather

Phillips, Brandi K.

Pricher, Jeffrey R.

Ripley, Dan

Schechter, Peter M.

Schmitz, Randy Wade

Treinish, Steven A.

Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fox, Justin

.

Young-Brungard, Tracie M.

agree

Negative with Comment

Fowler, Ken

We should not be removing this information, If you want to add an Annex for INSARAG information, I would okay with that addition. I am opposed to removing this information.



First Revision No. 32-NFPA 1006-2025 [Section No. N.1.1]

N.1.1 NFPA Publications.

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

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

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

NFPA 1010 , *Standard on Professional Qualifications for Firefighters* , 2024 edition.

NFPA 1500 TM , ~~*Standard on Fire Department Occupational Safety, Health, and Wellness Program*~~ ,2020 edition.

NFPA 1550 , *Standard for Emergency Responder Health and Safety* , 2024 edition.

NFPA 1561 , ~~*Standard on Emergency Services Incident Management System and Command Safety*~~ , 2020 edition.

NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments*, 2024 2022 edition.

NFPA 1670 , ~~*Standard on Operations and Training for Technical Search and Rescue Incidents*~~ ,2017 edition.

NFPA 1983 , ~~*Standard on Life Safety Rope and Equipment for Emergency Services*~~ ,2017 edition.

NFPA 2500 , *Standard for Operations and Training for Technical Search and Rescue Incidents and Life Safety Rope and Equipment for Emergency Services* , 2022 edition.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1006_FR-32_N.1.1_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-RES
Submittal Date: Fri Feb 07 15:43:26 EST 2025

Committee Statement

Committee Statement: Updated references
Response Message: FR-32-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

38 Eligible Voters
12 Not Returned

23 Affirmative All
3 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Brink, Michael P.
Burrero, Alberto
Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schecter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher

Wright, Richard

Young, Jeff A.

Affirmative with Comment

Fowler, Ken

Agreed

Fox, Justin

.

Young-Brungard, Tracie M.

agree



First Revision No. 45-NFPA 1006-2025 [Section No. N.1.2.1]

N.1.2.1 FEMA Publications.

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FA 136, *Protective Clothing and Equipment for Emergency Responders for Urban Search and Rescue Missions*.

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Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:54:58 EST 2025

Committee Statement

Committee Statement: Updated references to correlate with changes to Annex.

Response Message: FR-45-NFPA 1006-2025

Ballot Results

✔ **This item has passed ballot**

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schecter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.
agree



First Revision No. 46-NFPA 1006-2025 [New Section after N.1.2.2]

N.1.2.3 Other Publications.

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Dubois, D. D., *Competency-Based Performance Improvement: A Strategy for Organizational Change*. Amherst, MA: HRD Press, 1993.

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

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:57:04 EST 2025

Committee Statement

Committee Statement: Added reference to correlate with changes to Annex.

Response Message: FR-46-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris

Creel, Eric D.

DeLuca, Jr., Ralph

Dubnow, Robert M.

Kitchel, Wesley V.

McGovern, Ryan J.

Sproul, Ralph

Wailgum, William

Watkins, Scott Edward

Affirmative All

Altemose, Scott R.

Brads, Jamey B.

Brennan, Francis J.

Brown, Matthew A.

Carlsen, Christopher R.

Childs, William D.

Dennis, John

Haynes, Shawn

Hodges, Bruce

Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
..
Young-Brungard, Tracie M.
agree



First Revision No. 47-NFPA 1006-2025 [Section No. N.2.3]

N.2.3 Other Resource Material.

~~16 Firefighter Life Safety Initiatives, 2004 edition,~~ National Fallen Firefighters Foundation, Emmitsburg, MD, ~~2004,~~ reaffirmed 2014.

~~"Agricultural Biosecurity,"~~ USDA, National Institute of Food and Agriculture, nifa.usda.gov/grants/programs/agricultural-biosecurity.

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

~~Brannick, Michael M. T., and Edward E. L. Levine, -2001-~~ *Job Analysis: Methods, Research and Applications for Human Resource Management in the New Millennium-* , Thousand Oaks, CA: Corwin Press, ~~2001~~ .

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~~Fine, Sidney S. A., and Steven S. F. Cronshaw: , 1999-~~ *Functional Job Analysis: A Foundation for Human Resources Management (Applied Psychology Series)-* , Mahwah, NJ: Lawrence Erlbaum Associates, ~~1999~~ .

~~"Guide to Responsible Caving,"~~ The National Speleological Society, ~~"Welcome to Safety & Techniques,"~~ <http://www.caves.org/safety/> ~~2006,~~ caves.org/ncrc/ncrc-course-descriptions-copy .

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~~Hartley, Darin D. E., 1999-~~ *Job Analysis at the Speed of Reality-* , Amherst, MA: HRD Press- , ~~1999~~ .

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~~Henry, T., _~~ *Decontamination for Hazardous Materials Emergency,* Timothy V. Henry, Albany, NY: Delmar Publishers, ~~3 Columbia Circle, Box 15015 Albany, NY 12212-5015,~~ 1998.

~~National Association for Search and Rescue: Hill, K. A., et al.,~~ *Managing the Lost Person Incident,* 2nd edition, ~~author,~~ National Association of Search and Rescue, Chantilly, VA, 2007.

~~Hodell, C., _~~ *Chuck. 2000-* *ISD From the Ground Up-* , Alexandria, VA: American Society for Training & Development, ~~2000~~ .

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

Submitter Information Verification

Committee: PQU-RES

Submittal Date: Fri Feb 07 16:58:36 EST 2025

Committee Statement

Committee Statement: Additional resources added to provide more guidance on topics related to this standard.

Response Message: FR-47-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

38 Eligible Voters

12 Not Returned

23 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Brink, Michael P.

Burrero, Alberto

Carpenter, Michael

Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schecter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin
.
Young-Brungard, Tracie M.

agree



First Revision No. 33-NFPA 1006-2025 [Section No. N.3]

N.3 References for Extracts in Informational Sections.

NFPA 350, *Guide for Safe Confined Space Entry and Work*, 2019 2022 edition.

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

NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024 edition.

NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.

NFPA 1670, *Standard on Operations and Training for Technical Search and Rescue Incidents*, 2017 edition.

NFPA 2500, *Standard for Operations and Training for Technical Search and Rescue Incidents and Life Safety Rope and Equipment for Emergency Services*, 2022 edition.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1006_FR-33_N.3_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-RES
Submittal Date: Fri Feb 07 15:46:04 EST 2025

Committee Statement

Committee Statement: This revision updates extracted text in accordance with the Extract Policy.
Response Message: FR-33-NFPA 1006-2025

Ballot Results

✔ This item has passed ballot

- 38 Eligible Voters
- 12 Not Returned
- 23 Affirmative All
- 3 Affirmative with Comments
- 0 Negative with Comments
- 0 Abstention

Not Returned
Brink, Michael P.
Burrero, Alberto

Carpenter, Michael
Ciccotelli, Chris
Creel, Eric D.
DeLuca, Jr., Ralph
Dubnow, Robert M.
Kitchel, Wesley V.
McGovern, Ryan J.
Sproul, Ralph
Wailgum, William
Watkins, Scott Edward

Affirmative All

Altemose, Scott R.
Brads, Jamey B.
Brennan, Francis J.
Brown, Matthew A.
Carlsen, Christopher R.
Childs, William D.
Dennis, John
Haynes, Shawn
Hodges, Bruce
Legrow, Colin
Ma, Zachary William
Mate, Glenn E.
McNemar, Ralph
Moore, Heather
Phillips, Brandi K.
Pricher, Jeffrey R.
Ripley, Dan
Schechter, Peter M.
Schmitz, Randy Wade
Treinish, Steven A.
Warren, Christopher
Wright, Richard
Young, Jeff A.

Affirmative with Comment

Fowler, Ken
Agreed
Fox, Justin

Young-Brungard, Tracie M.

agree

**Public Input No. 26-NFPA 1033-2024 [Global Input]**

4.7.1 (3)(c) "Safety regulations" needs to be changed to "Safety procedures"

Statement of Problem and Substantiation for Public Input

Safety regulations is too broad of a term. Does the fire investigator need to be an expert on all Federal, State, and Local safety regulations or be aware of the Federal, State, and Local safety practices/procedures. Are you expecting us to be certified in OSHA safety regulations.

Submitter Information Verification

Submitter Full Name: George Malone

Organization: Collin College Fire Academy

Street Address:

City:

State:

Zip:

Submittal Date: Fri Aug 23 12:06:41 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: The TC has identified the instances of where "regulations" should be changed to "procedures" with other proposed revisions. There may be unintended changes with accepting a global change.



Public Input No. 7-NFPA 1033-2024 [Section No. 1.1]

1.1* Scope.

This standard shall identify the minimum job performance requirements (JPRs) for fire investigators, including outside, wildland, vehicle, and structural fires .

Statement of Problem and Substantiation for Public Input

This proposed change is to move language from the annex section A.1.1 into the body of the standard. If it is the intent of the standard that all fire types be included, then that should be in the body, not in the unenforceable annex. This annex language has been present going back to at least the 2009 edition.

Related Public Inputs for This Document

Related Input	Relationship
Public Input No. 28-NFPA 1033-2024 [Section No. 4.1.7 [Excluding any Sub-Sections]]	

Submitter Information Verification

Submitter Full Name: Scott Plumer
Organization: Arvada Fire Protection District
Street Address:
City:
State:
Zip:
Submittal Date: Thu Feb 08 10:55:03 EST 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC viewed the current text as all inclusive of all types of fire investigations.



Public Input No. 2-NFPA 1033-2023 [Section No. 1.2.5]

1.2.5

Fire investigators, or personnel who ~~perform or~~ support fire investigations ~~shall~~ investigators or perform fire investigation functions, shall remain current with the ~~general~~ requisite knowledge, requisite skills, and ~~JPRs~~ performance objectives identified in the relevant JPRs corresponding with their area of responsibility.

Statement of Problem and Substantiation for Public Input

This is a clarification of the existing text. The proposal simply makes the distinction between personnel who may be “qualified,” and having responsibility as “fire investigator” from other “personnel” who may not be “fully qualified” by all the requirements of the standard, but may be “qualified” or may have limited responsibility in specific Duties or JPRs of the Standard (e.g. evidence custodian/technician, photographer, scene examiner, diagrammer) and who have responsibility to “assist” or “who support fire investigations,” or fire investigators, but are not fully “qualified” in all provisions of the Standard.

Submitter Information Verification

Submitter Full Name: Dennis Smith

Organization: Premier Fire Consulting Servic

Street Address:

City:

State:

Zip:

Submittal Date: Fri Jul 21 10:17:43 EDT 2023

Committee: PQU-FIV

Committee Statement

Resolution: The TC views the current section 1.2.5 already addresses the submitters recommendation.



Public Input No. 50-NFPA 1033-2024 [Section No. 1.2.5]

1.2.5

Fire investigators who perform or support fire investigations shall remain current with the general knowledge, skills, and JPRs- JPRs addressed for each level or position of qualification in order to maintain proficiency and competency with the JPR's covered in this standard.

A.1.2.5

Remaining professionally competent is important for any practitioner in a field. In the rapidly changing and developing field of the fire service this is particularly important. The Authority having Jurisdiction may consider establishing a path by which members can demonstrate continued JPR compliance and competency through continuing education or practice within the field consistent with current duties. It is recommended that any such program give consideration to the following factors:

(1) Demonstrated and documented knowledge and competence of additions and/or revisions to the latest edition of the standards.

(2) Documented training and education (including online) related to the standards since the last certification.

(3) Documented experience in the field (ie. emergency operational experience for FireFighters, Fire Officers, Instructors, etc.).

(4) Demonstrated and documented successful performance of duties, which may include skills assessment.

(5) Annual performance appraisals.

(6) Documented teaching and instruction related to the field.

(7) Commendations, award and/or recognition for the performance of related duties.

Other items for consideration may include:

(1) Memberships in professional organizations, including any positions held or special activities involved in the organization membership.

(2) Published articles in trade journals, web-based publications, and other information distribution avenues.

(3) Research and development activities related to the field.

(4) Documented attendance at relevant conferences and training events.

The above list is not all inclusive and other factors specific to the field be considered for inclusion.

Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
HELD_PC_11.pdf	NFPA 1033, HELD PC No. 11	

Statement of Problem and Substantiation for Public Input

NOTE: This Public Input appeared as “Rejected but Held” Public Comment No. 11 of the Custom A2021 Cycle Second Draft Report for NFPA 1033 and per the Regs. at 4.4.8.3.1 needs to be reconsidered by the TC for the next edition of the document.

Substantiation:

This is a proposed wording change to be consistent with proposed language in all Professional Qualifications standards and to add an Annex with supplemental information developed by the Correlating Committee on Professional Qualifications.

The subject of a certified individual maintaining continuing professional development and competency with the requirements of an NFPA Professional Qualifications standard has been discussed for a number of years. A request was submitted to the NFPA Foundation by the Correlating Committee on Professional Qualifications to look at this specific issue and to develop recommendations for implantation in the NFPA Professional Qualifications project.

As a result of that request, recommendations for maintaining proficiency and competency with all JPR's contained in an NFPA Professional qualifications standard were made by the NFPA Research Foundation as part of a recently published report entitled, Fire and Emergency Service Personnel Knowledge and Skills Proficiency (hereinafter referred to as “the Report”). Various representatives of the fire service were invited to attend a meeting that the NFPA held in October of 2019 to discuss the Report. The Report notes that in parallel professions like EMS, licensure renewal is common practice. The participants at the meeting recognized the importance of continuing education in ensuring that persons who are certified to an NFPA Professional qualifications standard are prepared to carry out their duties as safely and effectively as possible.

An Ad Hoc Committee of participants in the NFPA Workshop submitted a written recommendation to the Correlating Committee on Professional Qualifications to continue to pursue additional work in the NFPA Professional Qualifications standards relating to maintaining proficiency and competency for continuing professional development activities in each of the individual standards. The Correlating Committee on Professional Qualifications agreed that specifically Each Pro-Qual Committee should include a recommendation for continuing education and training requirements when their standard is revised in their next cycle. The material developed by each Technical Committee should be included in the Annex material. This action would provide a consistent path for certified individuals who wish to demonstrate that they have “remained current” as identified by the technical experts of each individual professional qualification standard.

The Correlating Committee thoroughly discussed the continuing proficiency and competency proposal in June of 2020 and identified a Task Group to develop a recommended template for each NFPA Professional qualifications Technical Committee to follow in the development of their next revision. The Task Group reported back to the Correlating Committee in September of 2020 with the results of their work on the assigned topic. The Correlating Committee, in September of 2020, received the recommendation from the Correlating Committee Task Group, thoroughly discussed their work, and accepted their recommendation to move forward to direct each Technical Committee to develop specific criteria, to be included in each NFPA Professional Qualifications standard, with clear guidance to states and AHJ's on how to implement continuing education, while maintaining as much flexibility as possible by those jurisdictions.

The submitted Public Comment embraces the concept for the need of continuing education by all individuals certified to the requirements of each NFPA Professional Qualifications Standard, and of the NFPA 1000 Technical Committee that has previously reviewed this subject matter and recommended that this topic is best driven by requirements from the individual technical committee and any coordination of requirements for re certification, maintaining competency (or similar language) would fall under the Correlating Committee's direction to each of the Technical Committees. The Correlating Committee on Professional qualifications has therefore directed each Professional Qualifications Technical committee to have continued professional development and competency addressed in each of their assigned professional qualification standards.

Submitter Information Verification

Submitter Full Name: NFPA Holds

Organization: Holds

Street Address:

City:

State:

Zip:

Submittal Date: Mon Sep 09 08:32:54 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: The TC identified that the current 1.2.5 addresses the submitters intent. The TC does not wish to pursue different levels of fire investigators. The TC also has a concern on the use of the terms competency and proficiency in its application within the field of forensic science (fire investigations).



Public Input No. 3-NFPA 1033-2023 [New Section after 1.2.6]

Type your content here ... 1.2.7 It is not within the scope of this standard to determine whether personnel meeting the minimum requirements of this standard are, or can be, qualified to render opinions as an expert witness in a court of law, or any other legal proceeding.

Statement of Problem and Substantiation for Public Input

This proposal is in response to several public inputs and comments submitted over the past several cycles in which submitters have raised questions regarding the relationship between personnel who have met the minimum requirements of this standard, through an evaluation process by an AHJ (e.g., certification), and their being qualified as an expert witness in a court of law, or other legal proceeding. Adding this subsection (in Chapter 1 – Administration in section 1.2 “Purpose”) provides guidance to the user that it is not within the purview of this Standard to determine whether personnel meeting the JPR’s or other requirements expressed this Standard are, or can be qualified as an expert witness in a legal setting. That responsibility lies strictly with and the legal system.

Submitter Information Verification

Submitter Full Name: Dennis Smith
Organization: Premier Fire Consulting Servic
Street Address:
City:
State:
Zip:
Submittal Date: Fri Jul 21 10:23:28 EDT 2023
Committee: PQU-FIV

Committee Statement

Resolution: The TC determined that the document sets forth the minimum qualification of a fire investigator. Courts are free to use the document in evaluating whether the investigator qualifies as an expert witness. The TC views that the proposed text is unnecessary.



Public Input No. 35-NFPA 1033-2024 [Section No. 1.3.2.6]

1.3.2.6

~~The AHJ shall provide the necessary personal protective equipment (PPE), force protection, and clothing to conduct assignments.~~

Statement of Problem and Substantiation for Public Input

The language, as written, addresses responsibilities by the AHJ and not qualifications needed to be a fire investigator. The AHJ's responsibilities are found in NFPA 1321, Standard for Fire Investigation Units, and address several issues related to health and safety, and in particular PPE.

Specifically, NFPA1321 Section 6.3.1 states "Members of an FIU shall be provided with PPE applicable to their prescribed duties."

The removal of this existing language keeps this standard focused on qualifications while allowing NFPA 1321 to address the AHJ's responsibilities.

Submitter Information Verification

Submitter Full Name: Melvin D Robin

Organization: Fire Sequence Investigations

Street Address:

City:

State:

Zip:

Submittal Date: Tue Sep 03 20:47:45 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: The recognizes that Section 1.3.2 addresses AHJ requirements for the fire investigator. Not all AHJs have adopted or recognized NFPA 1321.



Public Input No. 1-NFPA 1033-2023 [New Section after 1.3.2.8]

TITLE OF NEW CONTENT

Type your content here ...

New 1.3.2.9

It is not the intent of this standard to prevent any AHJ from developing “positions,” “tiers,” or “levels” based on the “Duties” or individual “JPRs” identified in this standard for personnel who support fire investigators, or support fire investigation functions.

Statement of Problem and Substantiation for Public Input

The framework for establishing different “positions,” “tiers,” or “levels” for fire investigator had been designed and has long been provided in the existing provisions of NFPA 1033. The authority to develop “positions” or “levels” is vested in, and ceded to the AHJ. As a result, there was no intent or necessity for the Standard to do so.

No format or language change are required for any Authority Having Jurisdiction [AHJ] (i.e., government agency; private investigation company; training organization: college, fire/police academy; or, certifying organization/agency; etc.) from establishing different individual positions based on “Duties” or an individual JPR for a “fire investigator.” Further, the standard does not preclude any AHJ for grouping “Duties” or “JPRs” together to develop “levels” or “tiers” for personnel supporting fire investigations. Existing sections of NFPA 1033 support this concept and currently addresses personnel who are not a “Fire Investigator” (see §3.3.10), but may “support” a Fire investigator or “support” or participate in the “fire investigation” (see §3.3.8) function. There are several sections which address this concept, including:

1.2.5 Fire Investigators who perform or supporting fire investigations shall remain current with the general knowledge, skills and JPRs.

1.2.6 Fire Investigators who perform or support fire investigations shall remain current with practices and applicable standards.

Further, existing language in the standard provides flexibility for AHJ in providing the sequence or procedure by which training is provided to “support” or other personnel”:

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

1.3.2.2 The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs of this standard.

1.3.2.4 The JPRs for fire investigators shall be completed in accordance with recognized practices and procedures or as defined by law or by the authority having jurisdiction.

The aforementioned §1.3.2.1 provides a reference: “See Annex B,” which provides the rationale and foundation for establishing different “positions” or “levels” based on the “Duties” or “JPRs” in the standard. Specifically, the rationale for developing “positions” or “levels” is found in the long existing section B.4 “Other Uses.” Specific examples are provided in §B.4(3) and §B.4(4):

(3) Employee Development. The professional qualifications standards can be practical for both the employee and the employer in developing a plan for an employee’s growth within the organization. The JPRs and the associated requisite knowledge and skills can be used as a guide to determine the additional training and education required for the employee to master the job or profession.

(4) Succession Planning. Succession planning or career pathing addresses the efficient placement of individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted employees to prepare them for growth within the organization. The JPRs and requisite knowledge and skills could then be used to develop an educational path to aid in the employee’s advancement within the organization or profession.

In addition, the concept that the six (6) “Duties,” identified in §4.2 through §4.7, and individual “JPRs” (28 of which are identified within those Duties) can be applied based on “investigation demands or the individual responsibilities” as exemplified in §A.4.1.1.

- A.4.1.1 Job Performance Requirements (JPRs) are organized according to duties. Duties describe major job functions and result from a job task analysis. JPRs, in total, define the tasks that investigators must be able to perform to be qualified; however, it is not logical, nor the committee’s intent, that each and every JPR be performed during each investigation. Rather, the investigator should correctly apply selected JPRs as related to the investigation demands or the individual responsibilities. (emphasis added)

While the explanation provided in §A.4.1.1 is indicative of typical procedures and practices in conducting actual investigations, as this example addresses situations where a single Fire Investigator may not address every JPR while conducting an investigation depending upon the scope of their investigation or their responsibility. This example is also indicative of investigations where multiple “fire investigators” participate in conducting an investigation, utilizing a “team concept.” In that circumstance, investigators are routinely given specific separate duties and tasks. For example, it is common for an “investigative team” to be divided into groups such as, “scene examiners/search team,” “interview team,” “documentation team,” or “evidence team.” These duties and tasks are closely or directly aligned to the “Duties” and “tasks” (i.e., JPRS) found in NFPA 1033.

The framework provided by NFPA 1033 does nothing to prevent an AHJ from using separate personnel, qualified under this standard, for each or any combination of the different investigative functions listed in the “Duties” or individual “JPRs,” used similarly as described in §A.4.1.1.

This framework allows for AHJ’s (agencies or organizations) to develop various positions based on job descriptions for Fire Investigator. The agencies or organization merely develops a job description that includes, and excludes specific “Duties,” or individual JPRs as required for their specific organizational needs.

Therefore, the AHJ may develop specialized “positions,” or areas of responsibility each based on separate “Duties” or individual “JPRs” from the standard. For example, positions such as “Scene Examiner” (based on §4.2), “Evidence Collection Technician” (based on §4.4), “Scene Documenter” (based on §4.3), or “Interviewer” (based on §4.5) are all possible.

An AHJ could also group and combine several “duties” together to develop different “levels” or “tiers of Fire Investigator (e.g., Level 1, Level 2, etc.). In combining several “Duties” or individual “JPRs” “levels” can be developed based on the needs of the AHJ.

Submitter Information Verification

Submitter Full Name: Dennis Smith

Organization: Premier Fire Consulting Service

Street Address:

City:

State:

Zip:

Submittal Date: Sun Jun 11 11:37:17 EDT 2023

Committee: PQU-FIV

Committee Statement

Resolution: The TC determine that the propose text is unnecessary and is already covered in section 1.2.3.



Public Input No. 34-NFPA 1033-2024 [Section No. 1.3.2.8]

1.3.2.8

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

- (1) Be at least age ~~18~~ 21
- (2) Have ~~a high school diploma or equivalent~~ an associates degree
- (3) Be subjected to a thorough background and character investigation by the AHJ prior to being accepted as an individual candidate for certification as a fire investigator

Statement of Problem and Substantiation for Public Input

I know that this section needs to change with the changes taking place in the forensic sciences. But this is going to have to be a slow gradual change. I recommend the change that I proposed (to an unspecified associates degree) (first revision/edition-2027). Next revision (second revision/edition-2032) can specify the degree field of the associates degree. If the goal is to take it to the level of a bachelor's degree, then the following revision (third revision/edition-2037) can require a unspecified bachelor's degree with the specific associate's degree. And then finally on the fourth revision/edition (2042) can require a specified bachelor's degree.

This will allow current investigators the time necessary to work towards the final goal.

Submitter Information Verification

Submitter Full Name: George Malone
Organization: Collin College Fire Academy
Street Address:
City:
State:
Zip:
Submittal Date: Sat Aug 31 15:46:02 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC determined that the minimum requirements for the fire investigator candidate is appropriate.



Public Input No. 36-NFPA 1033-2024 [Section No. 1.3.2.8]

1.3.2.8

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

- (1) Be at least age 18
- (2) Have a high school diploma or equivalent
- (3) Be subjected to a thorough background and character investigation by the AHJ prior to being accepted as an individual candidate for certification as a fire investigator
- (4) Have completed 32 hours of tested training related to the requisite knowledge listed in this standard

Statement of Problem and Substantiation for Public Input

The current language, as written, does not address minimum training requirements for fire investigators. This is in contrast to detailing the number of hours needed to "remain current" (40 hours over 5 years) and the specific topics within the requisite knowledge requirement (as listed in Annex D). The requirement regarding pre-qualifying training hours should be a bigger priority than the continuing education requirement yet is never addressed in this standard. The proposed added language addresses this critical missing requirement and provides a necessary baseline which is in line with current industry standards. Most importantly, though, the proposed language will ensure that new fire investigators have obtained the requisite knowledge required in this standard.

Addressing the requisite knowledge is important as even a basic explanation of the 120+ topics listed in Annex D of this standard would require at least 32 hours of training. But this is just a start. As is often recognized throughout the fire investigation profession, the career of a fire investigator is a career of learning.

NFPA 1321, Standard for Fire Investigation Units, does not specify pre-qualifying training requirements. NFPA 1321 simply states in Section 7.1.2.1, "The fire investigator shall meet the education requirements of NFPA 1033." Therefore, it is necessary for NFPA 1033 to address the pre-qualifying training requirements. In addition, it is clear that NFPA 1321 intends that fire-investigators-in-training have to obtain technical competency before working independently. NFPA 1321 Section 7.1.4 states, "Management shall evaluate the technical competencies of personnel prior to assigning them to conduct independent work." This implies that fire-investigators-in-training should be completing tested training prior to working independently.

It is notable that the National Fire Academy's Fire/Arson Investigation "Fire Investigation: Essentials" course is 80 hours and tested, the International Association of Arson Investigators (IAAI) "Fundamentals of Fire Investigation" course is 40 hours and tested, the National Association of Fire Investigators (NAFI) "Fire Investigation Training Program" course is 32 hours and tested, the ATF Certified Fire Investigator program is well over 200 hours and tested, and numerous state programs are in excess of 40 hours and tested (e.g. NYS Office of Fire Prevention and Control's "Fire Investigator" course is 108 hours and tested).

Lastly, the proposed language purposely does not place restrictions on the timeframe of when all of the training must be completed, the specific make-up of the training curriculum, who provides the training, or whether the training would result in certification.

Submitter Information Verification

Submitter Full Name: Melvin D Robin

Organization: Fire Sequence Investigations

Street Address:

City:

State:

Zip:

Submittal Date: Tue Sep 03 20:55:03 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: [FR-8-NFPA 1033-2025](#)

Statement: The technical committee recognizes that a candidate for professional qualification for fire investigator should have a certain amount of relevant training to accomplish to JPRs as well as understand fire scenes they have contact with. The TC encourages a candidate to understand the chapters in NFPA 921 on basic methodology, basic fire science, and fire investigator safety, health, and wellness.



Public Input No. 15-NFPA 1033-2024 [Section No. 2.4]

2.4 References for Extracts in Mandatory Sections.

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

NFPA 901, *Standard Classifications for Incident Reporting and Fire Protection Data*, 2021 edition edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, ~~2021 edition~~ 2024 edition.

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

Statement of Problem and Substantiation for Public Input

Revise to include current edition of NFPA 921

Submitter Information Verification

Submitter Full Name: James Shanley

Organization: Travelers Insurance Company

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 01 10:23:23 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: FR-22-NFPA 1033-2025

Statement: The TC identified updates to referenced NFPA Standards.



Public Input No. 40-NFPA 1033-2024 [Section No. 2.4]

2.4 References for Extracts in Mandatory Sections.

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

NFPA 901, *Standard Classifications for Incident Reporting and Fire Protection Data*, 2021 edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, ~~2021~~ 2024 edition.

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

Statement of Problem and Substantiation for Public Input

Updated the citation for NFPA 921 to the current edition.

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt

Organization: McKenna Hewitt

Street Address:

City:

State:

Zip:

Submittal Date: Fri Sep 06 15:44:59 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: FR-22-NFPA 1033-2025

Statement: The TC identified updates to referenced NFPA Standards.



Public Input No. 42-NFPA 1033-2024 [New Section after 3.3.1]

New 3.3.1 Artificial Intelligence (AI).

Artificial intelligence (AI) is technology that provides computers and machines the capability to replicate human learning. AI uses algorithms which are a set of rules or processes to make calculations or perform other operations, such as problem solving and decision-making. Generative AI (GAI) refers to machine learning models that can analyze voluminous and complex data and produce original content such as text, images, or videos.

Statement of Problem and Substantiation for Public Input

AI is a rapidly growing technology and has the potential to dramatically affect many aspects of fire investigators' functions. To be qualified, fire investigators need to know the potential uses and limits of AI. This Public Input provides a definition for AI, and is related to another Public Input proposing a new section for the "requisite knowledge" for fire investigators in s. 4.1.7.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 43-NFPA 1033-2024 [New Section after 4.1.7]</u>	

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt
Organization: McKenna Hewitt
Street Address:
City:
State:
Zip:
Submittal Date: Fri Sep 06 15:47:54 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC rejected the companion public input on AI and definition is not required.



Public Input No. 37-NFPA 1033-2024 [New Section after 4.1.1]

Minimum Training

The fire investigator shall complete a minimum of 32 hours of formal training prior to conducting fire investigations. This training shall be completed by attending a formal training program consisting of classroom and hands-on training. The training shall meet the JPRs in sections 4.2 through 4.7.

Statement of Problem and Substantiation for Public Input

Based on the fact that the fire investigation industry is a fact based, highly specified scientific industry together with the 1033 standard, there should be a minimum amount of training that is required before investigating fires. The new 1321 standard refers back to NFPA 1033 for requisite training although 1033 only addresses continuing education in section 4.1.7.3 and not any requirements for initial training.

For example, there are several programs that offer training which include NAFI which is a 32 hour course, IAAI basic program which is 40 hours, the NFA two-week course is 80 hours. The CT certification course is roughly 90 hours. The ATF course and the NY training classes are also in the area of 40 hours or more. This is sufficient substantiation that a change in NFPA 1033 to require a minimum number of hours of formal foundational training would be a benefit to the industry. The section could also possibly be put in Chapter 1 as well.

Submitter Information Verification

Submitter Full Name: Keith Flood
Organization: West Shore Fire District
Street Address:
City:
State:
Zip:
Submittal Date: Wed Sep 04 14:46:43 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: FR-8-NFPA 1033-2025

Statement: The technical committee recognizes that a candidate for professional qualification for fire investigator should have a certain amount of relevant training to accomplish to JPRs as well as understand fire scenes they have contact with. The TC encourages a candidate to understand the chapters in NFPA 921 on basic methodology, basic fire science, and fire investigator safety, health, and wellness.



Public Input No. 43-NFPA 1033-2024 [New Section after 4.1.7]

(5) The Ethical and Practical Uses of Artificial Intelligence in Fire Investigations:

- (a) Data Analysis
- (b) Pattern Recognition
- (c) Generating Reports, Diagrams, and other Documents
- (d) Predictive Modeling
- (e) Documenting the Investigator's use of AI
- (f) Mitigating Bias in AI Models
- (g) Maintaining Confidentiality and Privacy in the use of AI
- (h) Transparent Disclosure and Attribution: Attributing the Extent of the Use of AI in Document Generation or other Decision-Making Processes
- (i) Verifying the Accuracy of AI-Generated Work Products

Statement of Problem and Substantiation for Public Input

AI has many potential benefits to improve the accuracy and efficiency of fire investigators' tasks in many different ways. However, learning to use AI in a professionally responsible manner requires considerable knowledge and skills. Since NFPA 1033 is only revised every five years, it is important right now to add a requirement that to be qualified, investigators need to know about AI - its benefits and risks. The NFPA 921, 2027 ed. is also in an active revision cycle and a Task Group has been formulated to draft recommendations on the topic of AI for fire investigators. In my view, we need to flag AI as being essential to the requisite knowledge of investigators now, so that investigators can get a handle on this rapidly evolving and critically important technology.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 42-NFPA 1033-2024 [New Section after 3.3.1]	Definition of AI

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt
Organization: McKenna Hewitt
Street Address:
City:
State:
Zip:
Submittal Date: Fri Sep 06 15:57:46 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC recognizes that AI may impact the work of fire investigators, but this subject is beyond the scope of this document.



Public Input No. 27-NFPA 1033-2024 [Section No. 4.1.7 [Excluding any Sub-Sections]]

In order to successfully complete the tasks identified in the JPRs of Sections 4.2 through 4.7, the fire investigator shall remain current in the subjects listed as "requisite knowledge" as they relate to fire investigations, which include the following:

- (1) Fire science:
 - (a) Fire chemistry
 - (b) Thermodynamics
 - (c) Fire dynamics
 - (d) Explosion dynamics
- (2) Fire investigation:
 - (a) Fire analysis
 - (b) Fire investigation methodology
 - (c) Fire investigation technology
 - (d) Evidence documentation, collection, and preservation
 - (e) Failure analysis and analytical tools
- (3) Fire scene safety:
 - (a) Hazard recognition, evaluation, and basic mitigation procedures
 - (b) Hazardous materials
 - (c) Safety regulations procedures
- (4) Building systems:
 - (a) Types of construction
 - (b) Fire protection systems
 - (c) Electricity and electrical systems
 - (d) Fuel gas systems

Statement of Problem and Substantiation for Public Input

Safety regulations is too broad of a term. Does the fire investigator need to be an expert on all Federal, State, and Local safety regulations or be aware of the Federal, State, and Local safety practices/procedures. Are you expecting us to be certified in OSHA safety regulations.

Submitter Information Verification

Submitter Full Name: George Malone
Organization: Collin College Fire Academy
Street Address:
City:
State:

Zip:**Submittal Date:** Fri Aug 23 12:16:15 EDT 2024**Committee:** PQU-FIV

Committee Statement

Resolution: [FR-9-NFPA 1033-2025](#)

Statement: The TC accepts the recommendation to change regulation to procedure. Procedures allow for a more encompassing fire safety actions on a fire scene. The TC also expanded building systems to include utilities.



Public Input No. 28-NFPA 1033-2024 [Section No. 4.1.7 [Excluding any Sub-Sections]]

In order to successfully complete the tasks identified in the JPRs of Sections 4.2 through 4.7, the fire investigator shall remain current in the subjects listed as "requisite knowledge" as they relate to fire investigations, which include the following:

- (1) Fire science:
 - (a) Fire chemistry
 - (b) Thermodynamics
 - (c) Fire dynamics
 - (d) Explosion dynamics
- (2) Fire investigation:
 - (a) Fire analysis
 - (b) Fire investigation methodology
 - (c) Fire investigation technology
 - (d) Evidence documentation, collection, and preservation
 - (e) Failure analysis and analytical tools
- (3) Fire scene safety:
 - (a) Hazard recognition, evaluation, and basic mitigation procedures
 - (b) Hazardous materials
 - (c) Safety regulations
- (4) ~~Building systems~~ Systems :
 - (a) Types of construction
 - (b) Fire protection systems
 - (c) Electricity and electrical systems
 - (d) Fuel gas systems

Statement of Problem and Substantiation for Public Input

This proposal is to remove the word "Building", which would open up this category to be more inclusive of wildland fire investigations. As it is currently written, electricity and electrical systems are limited to a "building system." However, wildland fire investigations often involve evaluation of electrical transmission and distribution equipment, which is often not within a "building."

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 7-NFPA 1033-2024 [Section No. 1.1]</u>	
<u>Public Input No. 30-NFPA 1033-2024 [Section No. D.1.4]</u>	

Submitter Information Verification

Submitter Full Name: Scott Plumer

Organization: Arvada Fire Protection District

Street Address:

City:

State:

Zip:

Submittal Date: Fri Aug 23 12:17:48 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: [FR-9-NFPA 1033-2025](#)

Statement: The TC accepts the recommendation to change regulation to procedure. Procedures allow for a more encompassing fire safety actions on a fire scene. The TC also expanded building systems to include utilities.



Public Input No. 6-NFPA 1033-2023 [Section No. 4.1.7 [Excluding any Sub-Sections]]

In order to successfully complete the tasks identified in the JPRs of Sections 4.2 through 4.7, the fire investigator shall remain current in the subjects listed as "requisite knowledge" as they relate to fire investigations, which include the following:

- (1) Fire science:
 - (a) Fire chemistry
 - (b) Thermodynamics
 - (c) Fire dynamics
 - (d) Explosion dynamics
- (2) Fire investigation:
 - (a) Fire analysis
 - (b) Fire investigation methodology
 - (c) Fire investigation technology
 - (d) Evidence documentation, collection, and preservation
 - (e) Failure analysis and analytical tools
 - (f) Human behavior related to fire
- (3) Fire scene safety:
 - (a) Hazard recognition, evaluation, and basic mitigation procedures
 - (b) Hazardous materials
 - (c) Safety regulations
- (4) Building systems:
 - (a) Types of construction
 - (b) Fire protection systems
 - (c) Electricity and electrical systems
 - (d) Fuel gas systems

Statement of Problem and Substantiation for Public Input

Many fires start as the result of human action or are enhanced/diminished by such. Human intervention of all manner in fires occurs far more often than any other contributing factor i.e. equipment failure or hazardous material release. Human behavior involving fires is also the core concern of the entire public sector (often ignored by the industry) of fire investigators -- who are tasked with bringing people responsible for setting fires to justice. The industry needs a push to place importance on learning about the psychology of those who use fire for malicious goals. We also need to better understand how victims react to fire. Including the study of human behavior related to fire in 1033 is the force needed to place this obviously important topic in the forefront.

Submitter Information Verification

Submitter Full Name: Thomas Oneill

Organization: Granite City Fire Department

Street Address:

City:

State:

Zip:

Submittal Date: Tue Oct 24 13:56:25 EDT 2023

Committee: PQU-FIV

Committee Statement

Resolution: The technical committee identified the subject of human behavior is already addressed in 4.6.3(A) and 4.6.4(A). Section 4.1.7 is not considered an all-inclusive list and is a summary of requisite knowledge for JPRs found in chapter 4.



Public Input No. 12-NFPA 1033-2024 [Section No. 4.1.7.2]

4.1.7.2

The fire investigator shall remain current by attending formal education courses, workshops, in-person or online seminars, and/or through professional publications, journals, and/or treatises.

Statement of Problem and Substantiation for Public Input

The word "and" implies both/all. Adding "or" allows us to read one, two or all three texts. I would not be able to meet all three.

Submitter Information Verification

Submitter Full Name: Tracey Devader
Organization: City Of Shawnee Fire Dept
Street Address:
City:
State:
Zip:
Submittal Date: Thu Mar 07 12:30:08 EST 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC determined to current text is appropriate. Adding an additional "and/or" may eliminate options for the investigator.



Public Input No. 13-NFPA 1033-2024 [Section No. 4.1.7.3]

4.1.7.3

The fire investigator shall complete and document a minimum of 40 hours of continuing education training every five years by attending formal education courses, workshops, and/or seminars.

Statement of Problem and Substantiation for Public Input

The word "and" implies both/all. We frequently attend formal education courses. Some classes we attend are called seminars, some are called conferences, etc. I might not have the opportunity to attend something specifically called "workshop". The word "or" allows flexibility. "And" will be hard for investigators to attend all three types of education classes.

Submitter Information Verification

Submitter Full Name: Tracey Devader
Organization: City Of Shawnee Fire Dept
Street Address:
City:
State:
Zip:
Submittal Date: Thu Mar 07 12:32:42 EST 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC determine the current text allows flexibility with continuing education classes.



Public Input No. 14-NFPA 1033-2024 [Section No. 4.1.7.3]

4.1.7.3

The fire investigator shall complete and document a minimum of 40 hours of continuing education training every five years by attending formal education courses, workshops, and seminars. The 40 hours of continuing education training shall be in the subjects listed as "requisite knowledge" as they relate to fire investigations. This "requisite knowledge" can be found in 4.1.7.

Statement of Problem and Substantiation for Public Input

As it currently reads, the 2022 Edition of 1033 requires 40 hours of continuing education over a 5-year period however it does not specify or focus this continuing education on fire investigations. This vagueness could result in 40 hours of continuing education being in fields having nothing to do with fire investigation.

Submitter Information Verification

Submitter Full Name: Derek Hill
Organization: US Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF)
Street Address:
City:
State:
Zip:
Submittal Date: Tue Mar 26 12:10:54 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC identified this recommendation as redundant to existing requirements in Section 4.1.7



Public Input No. 25-NFPA 1033-2024 [Section No. 4.1.7.3]

4.1.7.3

The fire investigator shall complete and document a minimum of ~~40 hours~~ 80 hours of continuing education training every five years by attending formal education courses, workshops, and seminars.

Statement of Problem and Substantiation for Public Input

The existing text is problematic because the requirement does not meet the need of this standard (NFPA 1033) or ASTM E2917-24a - Standard Practice for Forensic Science Practitioner Training, Continuing Education, and Professional Development Programs. The existing NFPA 1033 requirement essentially calls for 8 hours of training and professional development per year which is insufficient given the requirement in NFPA 1033 Section 4.1.7.2 to, "remain current by attending formal education courses, workshops, in-person or online seminars and/or through professional publications, journals, and treatises." This requirement is directly related to the 120-plus topics found in NFPA 1033 Annex D which provides examples for evaluating requisite knowledge and states that, "The fire investigator should have a basic understanding of the terms and concepts in the examples in D.1.1 through D.1.4..."

Fire investigators must be current in numerous complicated technical subjects. It is not reasonable to think that a fire investigator could maintain a level of being current across all of these subjects by attending a mere 8 hours of training per year.

The solution to this is to change the requirement to 80 hours over 5 years, thus making the requirement an average of 16 hours per year. This is substantially ore without creating an overdue burden on the individual fire investigator (especially given the availability of online training platforms such as IAAI's CFITrainer.net).

It is notable that another standard, ASTM E2917-24a - Standard Practice for Forensic Science Practitioner Training, Continuing Education, and Professional Development Programs, directly addresses the continuing education requirement for "scene investigators" which would include fire investigators. In that standard, perhaps the most significant language is where ASTM E2917 requires a minimum of 48 hours of training and professional development over two years, with at least 24 hours of this being continuing education (which includes external training).

Submitter Information Verification

Submitter Full Name: Melvin D Robin

Organization: FIRE SEQUENCE INVESTIGATIONS LLC

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 22 14:28:14 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: The TC has determined the minimum 40 hours every 5 years of continuing education is appropriate.



Public Input No. 29-NFPA 1033-2024 [Section No. 4.1.7.3]

4.1.7.3

The fire investigator shall complete and document a minimum of ~~40 hours~~ 20 hours of continuing education training every ~~five years~~ by year by attending formal education courses, workshops, and seminars.

Statement of Problem and Substantiation for Public Input

The average of 5 hours a year is not enough. We are professionals and an average of 8 hours a year is no where near what most professions require. It also needs to set at either "a year" or every "two years." A five year period is too long. The current requirement can be satisfied by attending 1 conference every 5 years. A person could attend a conference two years in a row and state that one was at the end of a five year period. And the second at the beginning of the next 5 year period. This allows an investigator to go along time without training.

Submitter Information Verification

Submitter Full Name: George Malone

Organization: Collin College Fire Academy

Street Address:

City:

State:

Zip:

Submittal Date: Fri Aug 23 12:18:59 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: The TC has determined the minimum 40 hours every 5 years of continuing education is appropriate.

**Public Input No. 33-NFPA 1033-2024 [Section No. 4.1.7.3]****4.1.7.3**

The fire investigator shall complete and document a minimum of 40 hours of continuing education training ~~every five years by~~ annually by attending formal education courses, workshops, and seminars.

-

Statement of Problem and Substantiation for Public Input

Annual training requirements are a must in order to remain proficient in an ever-changing environment such as fire investigations. 40 hours is easily obtainable for every fire investigator

Submitter Information Verification

Submitter Full Name: Josh Masterson

Organization: Idaho State Fire Marshals Office

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 29 14:34:15 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: The TC has determined the minimum 40 hours every 5 years of continuing education is appropriate.



Public Input No. 8-NFPA 1033-2024 [Section No. 4.2.2 [Excluding any Sub-Sections]]

Conduct an exterior or perimeter survey, given standard equipment and tools, so that evidence is identified and preserved, fire damage is interpreted and analyzed, hazards are identified to avoid injuries, accessibility to the property or area is determined, and all potential means of ingress and egress are discovered.

Statement of Problem and Substantiation for Public Input

If the standard is intended to include outside and wildland fires, then reference to an exterior survey should be inclusive for these types of events. As written, this section is only applicable to structural fires as it corresponds to section 4.2.3.

Submitter Information Verification

Submitter Full Name: Scott Plumer

Organization: Arvada Fire Protection District

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 11:03:21 EST 2024

Committee: PQU-FIV

Committee Statement

Resolution: [FR-28-NFPA 1033-2025](#)

Statement: The TC changed the text to address outside and wildland fires, along with an exterior survey for structure and vehicle fires. This proposed change adds language to be more inclusive of outside and wildland fires.



Public Input No. 11-NFPA 1033-2024 [Section No. 4.2.2(A)]

(A) Requisite Knowledge.

The types of building construction and the effects of fire on construction materials, weather effects on fire, topography effects on fire, types of evidence commonly found in the perimeter, evidence preservation methods, the effects of fire suppression, fire behavior and spread, fire patterns, and a basic awareness of the dangers of hazardous materials.

Statement of Problem and Substantiation for Public Input

This proposed change adds language to be more inclusive of outside and wildland fires.

Submitter Information Verification

Submitter Full Name: Scott Plumer

Organization: Arvada Fire Protection District

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 11:18:59 EST 2024

Committee: PQU-FIV

Committee Statement

Resolution: [FR-28-NFPA 1033-2025](#)

Statement: The TC changed the text to address outside and wildland fires, along with an exterior survey for structure and vehicle fires. This proposed change adds language to be more inclusive of outside and wildland fires.



Public Input No. 4-NFPA 1033-2023 [Section No. 4.2.4 [Excluding any Sub-Sections]]

Interpret and analyze fire patterns, given standard equipment and tools and some structural or content remains, so that each pattern is identified and analyzed with respect to the burning characteristics of the material involved, the stage of fire development, the effects of ventilation within the context of the scene, the relationship with all patterns observed, ~~and the understanding of the~~ the methods of heat transfer that led to the formation of the patterns identified and analyzed , and the sequence in which the patterns were produced is determined.

Statement of Problem and Substantiation for Public Input

There is no need to add additional “action verbs” to the “evaluation parameters” stated in this JPR. The “action verbs” identify the action to be performed.

This JPR provides that the task to be performed, the “action” to be conducted and evaluated, is to: “Interpret fire and analyze patterns” “so that each fire pattern is identified and analyzed (with respect to....)”

What follows the task are the six evaluation “parameters.” In two of these parameters, there are action qualifiers added that are unnecessary and may be confusing to the reader.

These are:

1. the burning characteristics of the material involved,
2. the stage of fire development,
3. the effects of ventilation within the context of the fire scene,
4. the relationship with all patterns observed,
5. the understanding of the methods of heat transfer that lead to the formation of the patterns identified and analyzed, and
6. the sequence in which the patterns were produced is determined.

In the 5th evaluation parameter of this JPR, the use of the term “understanding” is an inappropriate “action verb” (and is itself passive, as it is difficult or not possible to evaluate someone’s “understanding” as a method of measuring job performance. All “action verbs” should identify measurable “work action.” (Ref: “A Workbook for Performing Job Task Analysis for the National Fire Protection Association Professional Qualifications Standards,” p.6)

Also in the 5th evaluation parameter, the text includes the phrase “identified and analyzed.” This is redundant to the task statement which precisely states, “so that each fire pattern is identified and analyzed.”

This proposal suggests the edit of evaluation parameter #5 to remove the concept of “understanding,” and to remove the redundant task “identified and analyze” as this task is required in the task statement.

Submitter Information Verification

Submitter Full Name: Dennis Smith

Organization: Premier Fire Consulting Service

Street Address:

City:

State:

Zip:

Submission Date: Fri Jul 21 10:25:06 EDT 2023

Committee: PQU-FIV

Committee Statement

Resolution: FR-2-NFPA 1033-2025

Statement: The TC wanted to make it clear that outside and wildland fires are included in the standard. The TC identified that "understanding" is not a measurable action verb and reworded the JPR to conform with Pro-qual guidelines.



Public Input No. 9-NFPA 1033-2024 [Section No. 4.2.4 [Excluding any Sub-Sections]]

Interpret and analyze fire patterns, given standard equipment and tools and some structural-~~or content remains~~, content, vegetation, or natural material remains, so that each pattern is identified and analyzed with respect to the burning characteristics of the material involved, the stage of fire development, the effects of ventilation within the context of the scene, the relationship with all patterns observed, and the understanding of the methods of heat transfer that led to the formation of the patterns identified and analyzed, and the sequence in which the patterns were produced is determined.

Statement of Problem and Substantiation for Public Input

This proposal adds language to make it clear that outside and wildland fires are included in the standard.

Submitter Information Verification

Submitter Full Name: Scott Plumer

Organization: Arvada Fire Protection District

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 11:08:27 EST 2024

Committee: PQU-FIV

Committee Statement

Resolution: FR-2-NFPA 1033-2025

Statement: The TC wanted to make it clear that outside and wildland fires are included in the standard. The TC identified that "understanding" is not a measurable action verb and reworded the JPR to conform with Pro-qual guidelines.



Public Input No. 16-NFPA 1033-2024 [Section No. 4.2.6(B)]

(B) Requisite Skills.

Ability to employ search techniques that further the discovery of fire cause evidence and ignition sources, use search techniques that incorporate documentation, and collect and preserve evidence, both physical and digital .

Statement of Problem and Substantiation for Public Input

Fire investigators need to have the skill and tools to recognize digital evidence as well as being able to preserve it because digital evidence can be compelling, because Daubert requires consideration of all the evidence and because digital evidence is perishable and needs to be preserved quickly.

Submitter Information Verification

Submitter Full Name: James Shanley

Organization: Travelers Insurance Company

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 01 11:09:54 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: FR-11-NFPA 1033-2025

Statement: The TC recognizes that fire investigators need to have the skill and tools to recognize digital evidence as well as being able to preserve it because digital evidence can be compelling, because Daubert requires consideration of all the evidence and because digital evidence is perishable and needs to be preserved quickly.



Public Input No. 17-NFPA 1033-2024 [Section No. 4.2.7 [Excluding any Sub-Sections]]

Reconstruct potential area(s) of origin, given standard and, if needed, special equipment and tools as well as sufficient personnel, so that all protected areas and fire patterns are identified and correlated to contents or structural remains; and items potentially critical to cause determination are returned to their prefire location as a means of hypothesis testing, such that the area(s) or point(s) of origin is discovered. Recognize sources of digital evidence at and near a fire scene and be prepared to preserve it in a timely fashion by using forensically sound procedures.

Statement of Problem and Substantiation for Public Input

Fire investigators need to be aware of sources of digital evidence and be prepared to preserve it properly and quickly. This additional text identifies that need and describes the expectation.

Submitter Information Verification

Submitter Full Name: James Shanley
Organization: Travelers Insurance Company
Street Address:
City:
State:
Zip:
Submittal Date: Thu Aug 01 11:14:53 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: This JPR addresses reconstruction of the area of origin and the proposed text is not appropriate for this section.



Public Input No. 10-NFPA 1033-2024 [Section No. 4.2.8 [Excluding any Sub-Sections]]

Inspect and analyze the performance of ~~building~~ various systems, including fire protection, detection and suppression systems, HVAC, electricity and electrical systems, fuel gas systems, and building compartmentation, given standard and special equipment and tools, so that a determination can be made as to the need for expert resources; an operating system's impact on fire growth and spread is considered in identifying origin areas; defeated and failed systems are identified; and the system's potential as a fire cause is recognized.

Statement of Problem and Substantiation for Public Input

By removing the word "building", this section becomes more inclusive to outside and wildland fires, while remaining applicable to structural and marine fires.

Submitter Information Verification

Submitter Full Name: Scott Plumer

Organization: Arvada Fire Protection District

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 11:11:17 EST 2024

Committee: PQU-FIV

Committee Statement

Resolution: [FR-4-NFPA 1033-2025](#)

Statement: The TC modified the section to be more inclusive to outside and wildland fires, while remaining applicable to structural and marine fires.



Public Input No. 18-NFPA 1033-2024 [Section No. 4.4.2(A)]

(A) Requisite Knowledge.

Types of evidence, authority requirements, and impact of removing evidentiary items on civil or criminal proceedings (exclusionary or fire-cause supportive evidence); types, capabilities, and limitations of standard and special tools used to locate evidence; types of laboratory tests available; packaging techniques and materials; tools, techniques and procedures for preserving digital evidence; and, impact of evidence collection on the investigation.

Statement of Problem and Substantiation for Public Input

Collection of digital evidence is a different skill set than typical physical evidence and the fire investigator needs to have the knowledge to do so correctly.

Submitter Information Verification

Submitter Full Name: James Shanley

Organization: Travelers Insurance Company

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 01 11:23:57 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: FR-3-NFPA 1033-2025

Statement: The TC recognizes that collection of digital evidence is a different skill set than typical physical evidence and the fire investigator needs to have the knowledge to do so correctly.



Public Input No. 45-NFPA 1033-2024 [Section No. 4.6.5(B)]

(B) Requisite Skills.

Analytical and assimilation skills, skills to conduct a literature review to identify scientific, engineering, or technical publications on a particular topic relevant to an investigation and opinion; skills to evaluate the reliability of the reference materials located in research .

Statement of Problem and Substantiation for Public Input

In the last cycle, NFPA 1033 added that opinions are to be formulated, in part, by considering "scientific references," but there is no direction as to what that entails. Therefore, this proposed revision addresses necessary skills that include conducting a literature review and evaluating the reliability of materials collected in research. I have also proposed adding some related explanatory material to A.4.6.5.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 46-NFPA 1033-2024 [Section No. A.4.6.5]	

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt
Organization: McKenna Hewitt
Street Address:
City:
State:
Zip:
Submittal Date: Fri Sep 06 16:24:26 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC determined that additional text related to literature review is not required to be listed as a requisite skill.



Public Input No. 19-NFPA 1033-2024 [Section No. 4.7.1 [Excluding any Sub-Sections]]

Prepare a written report, given investigative findings, so that the report accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies all the hypotheses formed and analyzed, clearly identifies and expresses the investigator's final opinions and conclusions; and contains the basis, evidence and reasoning by which each opinion or conclusion was reached in order to meet the requirements of the intended audience(s).

Statement of Problem and Substantiation for Public Input

A fire investigation report needs to present all the hypotheses considered and ruled out or in to present a complete representation and documentation of the scientific method used by the fire investigator to arrive at a determination. Not listing and describing all of the hypotheses considered results in an incomplete report. The 2024 edition of NFPA 921 was changed to reflect this need as well.

Submitter Information Verification

Submitter Full Name: James Shanley
Organization: Travelers Insurance Company
Street Address:
City:
State:
Zip:
Submittal Date: Thu Aug 01 11:33:40 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: FR-6-NFPA 1033-2025

Statement: The TC recognizes that a fire investigation report needs to present the hypotheses considered and ruled out or in to present a complete representation and documentation of the scientific method used by the fire investigator to arrive at a determination. Not listing and describing the hypotheses considered results in an incomplete report. The 2024 edition of NFPA 921 was changed to reflect this need as well.



Public Input No. 48-NFPA 1033-2024 [Section No. 4.7.3]

4.7.3– *

Testify during legal proceedings, given investigative findings, so that the testimony accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies and expresses the investigator's opinions and conclusions; and contains the reasoning by which each opinion or conclusion was reached.

(A) Requisite Knowledge.

Types of investigative findings, types of legal proceedings, professional demeanor requirements, ~~and~~ an understanding of due process and legal proceedings, and how to be transparent in expressing levels or certainty of confidence in opinions .

(B) Requisite Skills.

Communication and listening skills and ability to differentiate facts from opinion and determine accepted procedures, practices, and etiquette during legal proceedings; knowing how to express expert opinions, including detailing the application of the scientific method and alternate hypotheses, making opinions transparent by communicating areas of uncertainties, possible sources of cognitive bias, and steps taken to mitigate risks of bias .

Statement of Problem and Substantiation for Public Input

These proposed revisions reflect important changes in NFPA 921, sections 4.5 and 16.5 respecting expert testimony.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 49-NFPA 1033-2024 [New Section after A.4.7.1]	

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt
Organization: McKenna Hewitt
Street Address:
City:
State:
Zip:
Submittal Date: Fri Sep 06 16:39:23 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC identified the proposed language is beyond the scope of the document.



Public Input No. 5-NFPA 1033-2023 [New Section after A.1.2]

Type your content here ...

A.1.2.3 Any AHJ may exceed the minimum requirements established by the Standard including: requiring specific subject matter, training, or specific courses for personnel beyond the subject matter listed as “requisite knowledge” (e.g. college degree in specific subject: Fire Science, Electrical Engineering, etc.); or, by requiring specific skills beyond those identified as “requisite skills” (e.g., “HAZ WOPPER certified”). An AHJ may also establish other requirements such as “job experience” in specific jobs, (e.g., firefighter level II), or jobs which have certain areas of responsibility. Further, and AHJ may require “time experience,” or combinations of “job experience and time experience,” such as: “5 years’ experience as a firefighter,” “3 years’ experience as a Scene Examiner,” or “2 years’ experience as a fire inspector.”

Statement of Problem and Substantiation for Public Input

While Sec. 1.2.3 states that an AHJ can exceed the minimum requirements, this proposal provides specific, practical examples of what those requirements might include, and what some agencies and employers (both AHJs) actually require.

Submitter Information Verification

Submitter Full Name: Dennis Smith
Organization: Premier Fire Consulting Servic
Street Address:
City:
State:
Zip:
Submittal Date: Fri Jul 21 10:29:12 EDT 2023
Committee: PQU-FIV

Committee Statement

Resolution: The proposed text is already addressed in Section 1.2.3. The TC perspective is that additional explanatory text is not necessary.



Public Input No. 38-NFPA 1033-2024 [Section No. A.4.1.7]

A.4.1.7



Up-to-date information on these topics can be found in the current edition of NFPA 921, which is written on a basic level for competency in fire and explosion investigation and updated on a three-year cycle. As stated in NFPA 921, "The purpose of the document is to establish guidelines and recommendations for the safe and systematic investigation or analysis of fire and explosion incidents." . . . "The document is designed to produce a systematic, working framework or outline by which effective fire and explosion investigation and origin and cause analysis can be accomplished." NFPA 921 also states, "[It] is not intended as a comprehensive scientific or engineering text. Although many scientific and engineering concepts are presented within the text, the user is cautioned that ~~these concepts are presented at an elementary level and additional~~ additional scientific or technical sources, training, and education may often need to be utilized in an investigation." . . . "The documents or portions thereof listed in this [document] are referenced within this guide."

Statement of Problem and Substantiation for Public Input

A.4.1.7 is quoting excerpts from NFPA 921, section 1.2 "Purpose." The revision brings the quote from NFPA 921, subsection 1.3.5 into line with the revised wording from the 2024 edition.

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt
Organization: McKenna Hewitt
Street Address:
City:
State:
Zip:
Submittal Date: Fri Sep 06 12:34:16 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: [FR-12-NFPA 1033-2025](#)
Statement: The revision brings the quote from NFPA 921, subsection 1.3.5 into line with the revised wording from the 2024 edition.



Public Input No. 20-NFPA 1033-2024 [Section No. A.4.2]

A.4.2

Documents and files reviewed when a scene is not otherwise available can include but not be limited to incident reports, notes, photographs, videos and other digital evidence including smart phones and motor vehicle data, diagrams and sketches, evidence, witness statements, test results, laboratory reports, and other information that would assist in the determination of the origin and cause.

Statement of Problem and Substantiation for Public Input

The prevalence of video cameras, mobile smart phones and vehicle data systems and the importance of these digital evidence dictates the need to include video evidence in this list.

Submitter Information Verification

Submitter Full Name: James Shanley
Organization: Travelers Insurance Company
Street Address:
City:
State:
Zip:
Submittal Date: Thu Aug 01 11:41:24 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: FR-13-NFPA 1033-2025

Statement: The TC identifies that the prevalence of video cameras, mobile smart phones and vehicle data systems and the importance of these digital evidence dictates the need to include digital evidence in this list.



Public Input No. 44-NFPA 1033-2024 [Section No. A.4.3.3]

A.4.3.3

For more information and sample forms for scene documentation, see NFPA 921, Figure A.16.3.2(a) through Figure A.16.3.2(k). For sample forms for documentation of compartment fire modeling data, see NFPA 921, Figure A.16.3.2(k).

For information on using fire investigation process maps for coordinating and documenting the steps involved in a fire investigation, see NIST' S _ O _ R G _ . _ O F _ S _ C I _ . A _ R E A _ C _ O M M _ . _ F O R _ F _ O R E N S I C _ S _ C I _ . , F _ I R E _ & E _ X P L O S I O N _ I _ N V E S T I G A T I O N _ S _ U B C O M M _ . , _ O S A C _ F i r e _ I n v e s t i g a t i o n _ P r o c e s s _ M a p _ (C u r r e n t _ P r a c t i c e) _ . (M a r c h , 2 0 2 3) , a v a i l a b l e _ a t _ https://www.nist.gov/system/files/documents/2023/03/21/_Fire%20Investigation%20PM%20FINAL.pdf , and see _ T . D . H e w i t t _ & _ W . J . M c K e n n a , " P r o c e s s _ M a p s : P o w e r f u l _ N e w _ T o o l s _ f o r _ C o n d u c t i n g _ F i r e _ I n v e s t i g a t i o n s " , _ F i r e _ a n d _ A r s o n _ I n v e s t i g a t o r _ J o u r n a l _ , (I A A I : B o w i e , M a r y l a n d , V o l . 7 4 , N o . 2 , F a l l 2 0 2 3) .

Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
FISC- ProcessMapsForFireInvestigations- Fall2023.pdf	This is a copy of the article cited in the PI, which includes a copy of one page of the OSAC Process Map (also cited in this PI).	

Statement of Problem and Substantiation for Public Input

Even for seasoned investigators, it has become challenging to fully apply all of the relevant provisions of the current editions of NFPA 921 and NFPA 1033. This includes conducting a fire investigation, as well as documenting details of this process and producing a report complying with applicable provisions of these two documents. Fire investigation process maps have the potential to augment these tasks. The OSAC Fire & Explosion Investigation Subcommittee took years to develop a process map for fire investigators. It is appropriate to reference it as annex material in NFPA 1033.

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt
Organization: McKenna Hewitt
Street Address:
City:
State:
Zip:
Submittal Date: Fri Sep 06 16:14:11 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: FR-7-NFPA 1033-2025

Statement: The technical committee determined there is value in referencing the OSAC process map. The article as submitted is beyond what the TC believes is necessary.



Public Input No. 31-NFPA 1033-2024 [Section No. A.4.4.2]

A.4.4.2

Fire investigators should determine and identify in advance what authority and specific need each may have to seize and hold item(s) considered to be evidence. Where such authority or need is lacking, items should not be seized.

For additional information regarding evidence collection methods, see ASTM E860, *Standard Practice for Examining and Preparing Items that Are or May Become Involved in Criminal or Civil Litigation*.

For additional information regarding evidence collection methods, see ASTM E1188, *Standard Practice for Collection and Preservation of Information and Physical Items by a Technical Investigator*.

For additional information regarding evidence labeling methods, see ASTM E1459, *Standard Guide for Physical Evidence Labeling and Related Documentation*.

Statement of Problem and Substantiation for Public Input

All fire investigators need to be aware of this ASTM as well as the others that are already referenced in this section

Submitter Information Verification

Submitter Full Name: George Malone
Organization: Collin College Fire Academy
Street Address:
City:
State:
Zip:
Submittal Date: Fri Aug 23 12:31:51 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: [FR-14-NFPA 1033-2025](#)

Statement: The TC recognizes that all fire investigators need to be aware of this ASTM as well as the others that are already referenced in this section.



Public Input No. 46-NFPA 1033-2024 [Section No. A.4.6.5]

A.4.6.5

For additional information regarding evaluation methods, see ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*.

For instructions on formulating and expressing expert opinions, see NFPA 921, s. 4.5 “Expert Opinions.”

Section 4.6.5 requires investigators to ensure their opinion is supported by data including “scientific references.” In order to evaluate scientific references, it may be necessary to conduct a literature review. A literature review involves identifying, summarizing, and critically evaluating existing research and publications on a particular subject. It is more than a summary of relevant publications. A literature review synthesizes the data available on a given research problem. It presents all sides of any dispute respecting the interpretation of data, highlighting areas where various authors agree or disagree. In critically evaluating the publications reviewed, the investigator will have to be particularly aware of bias by the authors or in the design of their research. The investigator will also have to be vigilant in avoiding his or her own biases to influence the results of the literature review, either in the materials included or in the conclusions reached. Once the literature review is complete, the investigator should have a sufficient understanding of the data from existing research on the subject of the problem to begin testing their hypotheses.

Statement of Problem and Substantiation for Public Input

NFPA 921, 2024 ed. substantially revised s. 4.5 on Expert Opinions, and it is helpful to reference that section here.
Since I propose adding reference to conducting a literature review to s. 4.6.5, this annex material explains what is meant by a literature review.

Related Public Inputs for This Document

Related Input	Relationship
<u>Public Input No. 45-NFPA 1033-2024 [Section No. 4.6.5(B)]</u>	Both sections deal with conducting a literature review.

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt
Organization: McKenna Hewitt
Street Address:
City:
State:
Zip:
Submittal Date: Fri Sep 06 16:30:57 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: FR-5-NFPA 1033-2025

Statement: The TC recognizes that NFPA 921, 2024 ed. substantially revised s. 4.5 on Expert Opinions and s.16.5 Reports and Testimony, and the TC added this annex text as a reference.



Public Input No. 49-NFPA 1033-2024 [New Section after A.4.7.1]

A.4.7.3 For guidance on expressing opinions, including in testimony, see NFPA 921, sections 4.5 and 16.5. For additional information on forensic science practitioner testimony (which by definition includes fire investigators), see ASTM Work Item WK 84882 - *Proposed New Standard Practice for Testimony for Forensic Science Practitioners*.

Statement of Problem and Substantiation for Public Input

This is explanatory material for proposed changes to s. 4.7.3 concerning testimony, which highlight changes in the 2024 ed. of NFPA 921. This new annex material also references a new ASTM document dealing with testimony that is in a draft stage, so hopefully it will be completed by the time the 1033 TC prepares its First Draft.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 48-NFPA 1033-2024 [Section No. 4.7.3]</u>	Related material on expert testimony.

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt
Organization: McKenna Hewitt
Street Address:
City:
State:
Zip:
Submittal Date: Fri Sep 06 16:44:27 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: FR-27-NFPA 1033-2025
Statement: The TC identified this explanatory material for proposed changes to s. 4.7.3 concerning testimony, which highlight changes in the 2024 ed. of NFPA 921.



Public Input No. 32-NFPA 1033-2024 [Section No. A.4.7.1]

A.4.7.1

For additional information regarding the contents of a written report and evaluation methods, see ASTM E620, *Standard Practice for Reporting Opinions of Scientific or Technical Experts*, and ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*.

For additional information regarding the terminology to used in the report, see ASTM E1732, *Standard Terminology Relating to Forensic Science*

Statement of Problem and Substantiation for Public Input

Since all fire investigators are being held to the level of "Forensic Science Practitioners, the investigator needs to be aware of the standards required in the Forensic Sciences.

Submitter Information Verification

Submitter Full Name: George Malone
Organization: Collin College Fire Academy
Street Address:
City:
State:
Zip:
Submittal Date: Fri Aug 23 12:40:53 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: The TC recognizes that the may be definitions within the ASTM 1732 standard may conflict with those of NFPA 1033.



Public Input No. 47-NFPA 1033-2024 [Section No. A.4.7.1]

A.4.7.1

For additional information regarding the contents of a written report and evaluation methods, see ASTM E620, *Standard Practice for Reporting Opinions of Scientific or Technical Experts*, and ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*.

For guidance on expressing expert opinions, including in reports, see NFPA 921, sections 4.5 and 16.5.

Statement of Problem and Substantiation for Public Input

NFPA 921, 2024 ed., was significantly revised in dealing with reports, so this reference points the user of NFPA 1033 to this important new information.

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt

Organization: McKenna Hewitt

Street Address:

City:

State:

Zip:

Submittal Date: Fri Sep 06 16:35:49 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: [FR-25-NFPA 1033-2025](#)

Statement: The TC recognizes that NFPA 921, 2024 ed., was significantly revised in dealing with reports, so this reference points the user of NFPA 1033 to this important new information.



Public Input No. 21-NFPA 1033-2024 [Section No. D.1.1.1]

D.1.1.1

Information regarding the subjects in D.1.1 is summarized in the appropriate chapters of NFPA 921 as follows:

- (1) *Fire chemistry* — NFPA 921, Chapter 5, Basic Fire Science
- (2) *Fire dynamics* — NFPA 921, Chapter 5, Basic Fire Science; Chapter 6, Fire Effects and Fire Patterns; and ~~Chapter 22~~ Chapter 21 , Failure Analysis and Analytical Tools
- (3) *Explosion dynamics* — NFPA 921, ~~Chapter 23~~ Chapter 22 , Explosions

Statement of Problem and Substantiation for Public Input

Revised to correlate with the 2024 edition of NFPA 921.

Submitter Information Verification

Submitter Full Name: James Shanley

Organization: Travelers Insurance Company

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 01 11:47:31 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: FR-16-NFPA 1033-2025

Statement: The TC identified revisions to correlate with the 2024 edition of NFPA 921.



Public Input No. 22-NFPA 1033-2024 [Section No. D.1.2.1]

D.1.2.1

Information regarding the subjects in D.1.2 is summarized in the following resources:

- (1) *Fire investigation methodology* — NFPA 921, Chapter 4, Basic Methodology; Chapter 12, Legal Considerations; Chapter 18, Origin Determination; and Chapter 19, Fire Cause Determination.
- (2) *Evidence* — NFPA 921, Chapter 12, Legal Considerations; Chapter 16, Documentation of the Investigation; and Chapter 17, Physical Evidence. ASTM Standards E860, E1188, E1459, and E1492 define requirements for evidence topics.
- (3) *Failure analysis and analytical tools* — NFPA 921, ~~Chapter 22~~ Chapter 21, Failure Analysis and Analytical Tools.

Statement of Problem and Substantiation for Public Input

Revised to correlate with the 2024 edition of NFPA 921.

Submitter Information Verification

Submitter Full Name: James Shanley

Organization: Travelers Insurance Company

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 01 11:50:45 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: FR-17-NFPA 1033-2025

Statement: The TC revised to correlate with the 2024 edition of NFPA 921.



Public Input No. 23-NFPA 1033-2024 [Section No. D.1.3.1]

D.1.3.1

Information regarding the subjects in D.1.3 can be found in the following resources:

- (1) *Hazard recognition* — NFPA 921, Chapter 13, Fire Investigator Safety, Health and Wellness.
- (2) *Hazardous materials* — NFPA 921, Chapter 13, Fire Investigator Safety, Health and Wellness. NFPA 400 contains requirements regarding hazardous materials. Operating around hazardous material is often covered by state and federal laws, which must be understood by investigators working in different jurisdictions. Knowledge and skills in this area are taught in professional training courses and seminars provided by a variety of sources.
- (3) *Safety regulations* — NFPA 921, Chapter 13, Fire Investigator Safety, Health and Wellness; 29 CFR 1910; and 29 CFR 1926. This information is taught in professional training courses and seminars provided by a variety of sources.

Statement of Problem and Substantiation for Public Input

Revised to correlate with the 2024 edition of NFPA 921.

Submitter Information Verification

Submitter Full Name: James Shanley
Organization: Travelers Insurance Company
Street Address:
City:
State:
Zip:
Submittal Date: Thu Aug 01 11:52:13 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: FR-18-NFPA 1033-2025

Statement: The TC revised to correlate with the 2024 edition of NFPA 921. Additionally recognized the change from regulations to procedures.



Public Input No. 30-NFPA 1033-2024 [Section No. D.1.4]

D.1.4 ~~Building~~ Systems.

The term ~~building~~ *systems* as used in this standard refers to a group of interrelated subjects listed in D.1.4(1) through D.1.4(4):

(1) *Types of construction:*

- (a) Recognizing different classifications of building construction
- (b) How the features of the building will influence fire growth and spread

(2) *Fire protection systems:*

- (a) Passive and active fire protection and how they influence fire dynamics
- (b) How to recognize and collect the data available from fire protection systems
- (c) How to avoid spoliation in examining and documenting the systems and prevent the loss of volatile data
- (d) The differences between initiating and notification devices
- (e) Smoke management systems
- (f) How to document the systems and their activation
- (g) How to identify when such systems perform or fail to perform their intended functions
- (h) In cases of failures, knowledge of what steps to take to understand the cause of the failure or reach out to a subject matter expert
- (i) Note: Examination, analysis, and documentation of fire protection systems could require the assistance of a fire protection professional.

(3) *Electricity and electrical systems:*

- (a) The design, function, and components of electrical transmission and distribution systems
- (b) The design, function, and components of residential electrical systems
- (c) How to determine whether the electrical system was energized at the time of the fire
- (d) How to determine whether the electrical system played a part in the initiation or spread of a fire, which includes the ability to distinguish electrical damage from environmental damage
- (e) The ability to decide when it is necessary to call in someone with more advanced electrical knowledge
- (f) How to conduct and interpret an arc survey
- (g) How to describe and identify how electrical energy can cause heating, which can be the ignition source of the fire (e.g., high-resistance heating, arcing through char, and overloading)

(4) *Fuel gas systems:*

- (a) The design and components of a gas system
- (b) The differences between propane gas and natural gas
- (c) How to document the gas source and its distribution to the appliances
- (d) How to document the combustion air supply and flue gas exhaust
- (e) The operation of residential gas appliances
- (f) The distribution system of gas to the structure
- (g) How to determine the source of the fugitive fuel gas

D.1.4.1

Information regarding the subjects in D.1.4 can be found in the following resources:

- (1) *Types of construction* — NFPA 921 and NFPA 220.
- (2) *Fire protection systems* — NFPA 921, Chapter 8, Active Fire Protection Systems.
- (3) *Electricity and electrical systems* — NFPA 921, Chapter 9, Electricity and Fire, and Chapter 18, Origin and Determination. This information is taught in community college courses and in electrician apprenticeships.

Statement of Problem and Substantiation for Public Input

The intent of this proposal is to correlate with PI-28. It also adds a new item under electricity and electrical systems to incorporate transmission and distribution system components that are important knowledge during a wildland fire investigation.

Related Public Inputs for This Document

Related Input	Relationship
Public Input No. 28-NFPA 1033-2024 [Section No. 4.1.7 [Excluding any Sub-Sections]]	

Submitter Information Verification

Submitter Full Name: Scott Plumer
Organization: Arvada Fire Protection District
Street Address:
City:
State:
Zip:
Submittal Date: Fri Aug 23 12:26:53 EDT 2024
Committee: PQU-FIV

Committee Statement

Resolution: [FR-26-NFPA 1033-2025](#)
Statement: The TC made these changes to be consistent with adding “utility” in the main body of the document. Additionally, the TC recognizes that a fire investigator should have an understanding of electrical transmission and distribution systems which maybe important relative to wildland investigations.



Public Input No. 24-NFPA 1033-2024 [Section No. E.1.1]

E.1.1 NFPA Publications.

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

NFPA 220, *Standard on Types of Building Construction*, 2021 edition.

NFPA 400, *Hazardous Materials Code*, 2022 edition.

NFPA 470, *Hazardous Materials Standards for Responders*, 2022 edition.

NFPA 704, *Standard System for the Identification of the Hazards of Materials for Emergency Response*, 2022 edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, ~~2021 edition~~ 2024 edition .

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2019 edition.

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

Statement of Problem and Substantiation for Public Input

Revised to update to current edition of NFPA 921

Submitter Information Verification

Submitter Full Name: James Shanley

Organization: Travelers Insurance Company

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 01 11:55:20 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: FR-20-NFPA 1033-2025

Statement: Revised to update to edition of NFPA documents identified in explanatory text.



Public Input No. 39-NFPA 1033-2024 [Section No. E.1.2.1]

E.1.2.1 ASTM Publications.

ASTM International, 100 Barr Harbor Drive, P.O. Box C700, West Conshohocken, PA 19428-2959.

ASTM E620, *Standard Practice for Reporting Opinions of Scientific or Technical Experts*, 2018.

ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*, 2013 (Withdrawn 2022).

ASTM E860, *Standard Practice for Examining and Preparing Items That Are or May Become Involved in Criminal or Civil Litigation*,- ~~2013e2~~ 2022 .

ASTM E1188, *Standard Practice for Collection and Preservation of Information and Physical Items by a Technical Investigator*, - ~~2015~~ 2023 .

ASTM E1459, *Standard Guide for Physical Evidence Labeling and Related Documentation*, 2013 2024 .

ASTM E1492, *Standard Practice for Receiving, Documenting, Storing, and Retrieving Evidence in a Forensic Science Laboratory*, 2011 (2017).

Statement of Problem and Substantiation for Public Input

Updating citations for ASTM documents to their most current edition.

Submitter Information Verification

Submitter Full Name: Terry-Dawn Hewitt

Organization: McKenna Hewitt

Street Address:

City:

State:

Zip:

Submittal Date: Fri Sep 06 12:44:37 EDT 2024

Committee: PQU-FIV

Committee Statement

Resolution: FR-21-NFPA 1033-2025

Statement: Updating citations for ASTM documents to their most current edition.



Committee Input No. 23-NFPA 1033-2025 [Global Input]

The technical committee will review the current job performance requirements for fire investigator for the second draft. This review will consider the direction the correlating committee has provided to the technical committees overseeing professional qualification standards. A task group will provide recommendations for the second draft. The public is encourage to submit comments on any of the job performance requirements for consideration.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 15:14:43 EST 2025

Committee Statement

Committee Statement: The technical committee has formed a task group to review the JPRs for the position of Fire Investigator as part of a overall Job Task Analysis.

Response Message: CI-23-NFPA 1033-2025



NATIONAL FIRE PROTECTION ASSOCIATION

The leading information and knowledge resource on fire, electrical and related hazards

M E M O R A N D U M

TO: Technical Committee on Fire Investigator Professional Qualifications
FROM: Jenny Depew, *Committee Administrator*
DATE: April 10, 2025
SUBJECT: NFPA 1033 First Draft TC FINAL Ballot Results (CustA2026)

According to the final ballot results, all ballot items received the necessary affirmative votes to pass ballot.

34 **Members Eligible to Vote**

5 **Members Not Returned** (*Connolly, Jaeger, Kerkhoff, Kernan, Kistner*)

The attached report shows the number of affirmative, negative, and abstaining votes as well as the explanation of the vote for each revision.

To pass ballot, each revision requires: (1) a simple majority of those eligible to vote and (2) an affirmative vote of $\frac{2}{3}$ of ballots returned. See Sections 3.3.4.3.(c) and 4.3.10.1 of the *Regulations Governing the Development of NFPA Standards*.



First Revision No. 8-NFPA 1033-2025 [Section No. 1.3.2.8]

1.3.2.8

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

- (1) Be at least age 18
- (2) Have a high school diploma or equivalent
- (3) Be subjected to a thorough background and character investigation by the AHJ prior to being accepted as an individual candidate for certification as a fire investigator
- (4) Have completed a minimum of 32 hours of tested training related to the requisite knowledge listed in this standard

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 18:58:48 EST 2025

Committee Statement

Committee Statement: The technical committee recognizes that a candidate for professional qualification for fire investigator should have a certain amount of relevant training to accomplish to JPRs as well as understand fire scenes they have contact with. The TC encourages a candidate to understand the chapters in NFPA 921 on basic methodology, basic fire science, and fire investigator safety, health, and wellness.

Response Message: FR-8-NFPA 1033-2025

Public Input No. 36-NFPA 1033-2024 [Section No. 1.3.2.8]

Public Input No. 37-NFPA 1033-2024 [New Section after 4.1.1]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

25 Affirmative All

2 Affirmative with Comments

2 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.
A fire investigator should have a certain amount of relevant training to accomplish to JPRs
Smith, Nicholas James
N/A

Negative with Comment

Campolo, Steve

This is circular since the FR suggests 32 hours of testing before one can commence training. Items 1, 2 & 3 should be all that is needed to commence training or pre-training

Hoffman, Michael

32 hours is arbitrary, the type of tested training not specified, and will inevitably and necessarily increase. The standard already states "prior to training to meet the requirements...", now we're saying you have to have 32 hours training in the JPR topics prior to commencing training on meeting the JPR's? The standard already lists specific topics of expertise necessary to qualify under the standard and it is incumbent on the individual to satisfy those requirements via approved methods. I fully support the intent of the committee to ensure that all those titled as a fire investigator are qualified to do so; however, do not agree with this approach.



First Revision No. 22-NFPA 1033-2025 [Section No. 2.4]

2.4 References for Extracts in Mandatory Sections.

NFPA 101[®], *Life Safety Code*[®], 2024 2024 edition.

NFPA 901, *Standard Classifications for Fire and Emergency Services Incident Reporting-and Fire Protection Data*, 2021 edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, 2024 2024 edition.

NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.

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

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1033_FR-22_2.4_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 13:36:45 EST 2025

Committee Statement

Committee Statement: The TC identified updates to referenced NFPA Standards.

Response Message: FR-22-NFPA 1033-2025

Public Input No. 15-NFPA 1033-2024 [Section No. 2.4]

Public Input No. 40-NFPA 1033-2024 [Section No. 2.4]

Ballot Results

✔ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 9-NFPA 1033-2025 [Section No. 4.1.7 [Excluding any Sub-Sections]]

In order to successfully complete the tasks identified in the JPRs of Sections 4.2 through 4.7, the fire investigator shall remain current in the subjects listed as “requisite knowledge” as they relate to fire investigations, which include the following:

- (1) Fire science, including the following :
 - (a) Fire chemistry
 - (b) Thermodynamics
 - (c) Fire dynamics
 - (d) Explosion dynamics
- (2) Fire investigation, including the following :
 - (a) Fire analysis
 - (b) Fire investigation methodology
 - (c) Fire investigation technology
 - (d) Evidence documentation, collection, and preservation
 - (e) Failure analysis and analytical tools
- (3) Fire scene safety, including the following :
 - (a) Hazard recognition, evaluation, and basic mitigation procedures
 - (b) Hazardous materials
 - (c) Safety ~~regulations~~ procedures
- (4) Building and utility systems, including the following :
 - (a) Types of construction
 - (b) Fire protection systems
 - (c) Electricity and electrical systems
 - (d) Fuel gas systems

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 19:07:12 EST 2025

Committee Statement

Committee Statement: The TC accepts the recommendation to change regulation to procedure. Procedures allow for a more encompassing fire safety actions on a fire scene. The TC also expanded building systems to include utilities.

Response Message: FR-9-NFPA 1033-2025

Public Input No. 27-NFPA 1033-2024 [Section No. 4.1.7 [Excluding any Sub-Sections]]

Public Input No. 28-NFPA 1033-2024 [Section No. 4.1.7 [Excluding any Sub-Sections]]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

Procedures allow for a more encompassing fire safety actions on a fire scene

Smith, Nicholas James

N/A



First Revision No. 28-NFPA 1033-2025 [Section No. 4.2.2]

4.2.2*

Conduct an exterior or perimeter survey, given standard equipment and tools, so that evidence is identified and preserved, fire damage is interpreted and analyzed, hazards are identified to avoid injuries, accessibility to the property or area is determined, and all potential means of ingress and egress are discovered.

(A) Requisite Knowledge.

The types of building construction and the effects of fire on construction materials, types of evidence commonly found in the perimeter, evidence preservation methods, the effects of fire suppression, fire behavior and spread, weather, topography, fire patterns, and a basic awareness of the dangers of hazardous materials.

(B) Requisite Skills.

Ability to assess fire ground and structural condition, observe the damage from and effects of the fire, and interpret and analyze fire patterns.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Thu Jan 09 18:35:12 EST 2025

Committee Statement

Committee Statement: The TC changed the text to address outside and wildland fires, along with an exterior survey for structure and vehicle fires. This proposed change adds language to be more inclusive of outside and wildland fires.

Response Message: FR-28-NFPA 1033-2025

[Public Input No. 11-NFPA 1033-2024 \[Section No. 4.2.2\(A\)\]](#)

[Public Input No. 8-NFPA 1033-2024 \[Section No. 4.2.2 \[Excluding any Sub-Sections\]\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 2-NFPA 1033-2025 [Section No. 4.2.4 [Excluding any Sub-Sections]]

Interpret and analyze fire patterns, given standard equipment and tools and some structural ~~or content remains~~ , ~~content, vegetation, or natural material remains~~ , so that each pattern is identified and analyzed with respect to the burning characteristics of the material involved, and the stage of fire development, the effects of ventilation within the context of the scene, the relationship with all patterns ~~observed~~ , ~~and the understanding of~~ the methods of heat transfer that led to the formation of the patterns ~~identified and analyzed~~ , and the sequence in which the patterns were produced is determined.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 16:44:32 EST 2025

Committee Statement

Committee Statement: The TC wanted to make it clear that outside and wildland fires are included in the standard. The TC identified that "understanding" is not a measurable action verb and reworded the JPR to conform with Pro-qual guidelines.

Response Message: FR-2-NFPA 1033-2025

[Public Input No. 9-NFPA 1033-2024 \[Section No. 4.2.4 \[Excluding any Sub-Sections\]\]](#)

[Public Input No. 4-NFPA 1033-2023 \[Section No. 4.2.4 \[Excluding any Sub-Sections\]\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.
It makes it clear that outside and wildland fires are included in the standard.
Smith, Nicholas James
N/A

**First Revision No. 11-NFPA 1033-2025 [Section No. 4.2.6(B)]****(B) Requisite Skills.**

Ability to employ search techniques that further the discovery of fire cause evidence and ignition sources, use search techniques that incorporate documentation, and collect and preserve evidence physical and digital evidence.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 09:49:49 EST 2025

Committee Statement

Committee Statement: The TC recognizes that fire investigators need to have the skill and tools to recognize digital evidence as well as being able to preserve it because digital evidence can be compelling, because Daubert requires consideration of all the evidence and because digital evidence is perishable and needs to be preserved quickly.

Response Message: FR-11-NFPA 1033-2025

Public Input No. 16-NFPA 1033-2024 [Section No. 4.2.6(B)]

Ballot Results

✔ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

fire investigators need to have the skill and tools to recognize digital evidence as well as being able to preserve it because digital evidence can be compelling, because Daubert requires consideration of all the evidence and because digital evidence is perishable and needs to be preserved quickly.

Smith, Nicholas James

N/A



First Revision No. 4-NFPA 1033-2025 [Section No. 4.2.8 [Excluding any Sub-Sections]]

Inspect and analyze the performance of building and utility systems, including fire protection, detection, and suppression systems, HVAC, electricity and electrical systems, fuel gas systems, and building compartmentation, given standard and special equipment and tools, so that a determination can be made as to the need for expert resources; an operating system's impact on fire growth and spread is considered in identifying origin areas; defeated and failed systems are identified; and the system's potential as a fire cause is recognized.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 17:18:39 EST 2025

Committee Statement

Committee Statement: The TC modified the section to be more inclusive to outside and wildland fires, while remaining applicable to structural and marine fires.

Response Message: FR-4-NFPA 1033-2025

Public Input No. 10-NFPA 1033-2024 [Section No. 4.2.8 [Excluding any Sub-Sections]]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

Making this change allows for more inclusive to outside and wildland fires, while remaining applicable to structural and marine fires.

Smith, Nicholas James

N/A



First Revision No. 3-NFPA 1033-2025 [Section No. 4.4.2(A)]

(A) Requisite Knowledge.

Types of evidence, authority requirements, and impact of removing evidentiary items on civil or criminal proceedings (exclusionary or fire-cause supportive evidence); types, capabilities, and limitations of standard and special tools used to locate evidence; types of laboratory tests available; packaging techniques and materials; ~~and impact tools, techniques, and procedures for preserving digital evidence; and the impact~~ of evidence collection on the investigation.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 17:10:47 EST 2025

Committee Statement

Committee Statement: The TC recognizes that collection of digital evidence is a different skill set than typical physical evidence and the fire investigator needs to have the knowledge to do so correctly.

Response Message: FR-3-NFPA 1033-2025

Public Input No. 18-NFPA 1033-2024 [Section No. 4.4.2(A)]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

collection of digital evidence is a different skill set than typical physical evidence and the fire investigator needs to have the knowledge to do so correctly

Smith, Nicholas James

N/A



First Revision No. 6-NFPA 1033-2025 [Section No. 4.7.1 [Excluding any Sub-Sections]]

Prepare a written report, given investigative findings, so that the report accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies the hypotheses formed and analyzed; clearly identifies and expresses the investigator's opinions ~~investigator's opinions~~ and conclusions; and contains the basis, evidence, and reasoning by which each opinion or conclusion was reached in order to meet the requirements of the intended audience(s).

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 18:18:36 EST 2025

Committee Statement

Committee Statement: The TC recognizes that a fire investigation report needs to present the hypotheses considered and ruled out or in to present a complete representation and documentation of the scientific method used by the fire investigator to arrive at a determination. Not listing and describing the hypotheses considered results in an incomplete report. The 2024 edition of NFPA 921 was changed to reflect this need as well.

Response Message: FR-6-NFPA 1033-2025

[Public Input No. 19-NFPA 1033-2024 \[Section No. 4.7.1 \[Excluding any Sub-Sections\]\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

This change will reflect the requirements of NFPA 921

Smith, Nicholas James

N/A



First Revision No. 27-NFPA 1033-2025 [Section No. 4.7.3]

4.7.3*

Testify during legal proceedings, given investigative findings, so that the testimony accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies and expresses the investigator's opinions and conclusions; and contains the reasoning by which each opinion or conclusion was reached.

A.4.7.3

For guidance on expressing opinions, including in testimony, see Sections 4.5 and 16.5 of NFPA 921 .

(A) Requisite Knowledge.

Types of investigative findings, types of legal proceedings, professional demeanor requirements, and an understanding of due process and legal proceedings.

(B) Requisite Skills.

Communication and listening skills and ability to differentiate facts from opinion and determine accepted procedures, practices, and etiquette during legal proceedings.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 16:39:09 EST 2025

Committee Statement

Committee Statement: The TC identified this explanatory material for proposed changes to s. 4.7.3 concerning testimony, which highlight changes in the 2024 ed. of NFPA 921.

Response Message: FR-27-NFPA 1033-2025

Public Input No. 49-NFPA 1033-2024 [New Section after A.4.7.1]

Ballot Results

✓ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.
laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 12-NFPA 1033-2025 [Section No. A.4.1.7]

A.4.1.7

Up-to-date information on these topics can be found in the current edition of NFPA 921, which is written on a basic level for competency in fire and explosion investigation and updated on a three-year cycle. As stated in NFPA 921, “The purpose of [the] document is to establish guidelines and recommendations for the safe and systematic investigation or analysis of fire and explosion incidents.” . . . “[The] document is designed to produce a systematic, working framework or outline by which effective fire and explosion investigation and origin and cause analysis can be accomplished.” NFPA 921 also states, “[It] is not intended as a comprehensive scientific or engineering text. Although many scientific and engineering concepts are presented within the text, the user is cautioned that ~~these concepts are presented at an elementary level and additional~~ additional scientific or technical sources resources, training, and education may often need to be utilized in an investigation.” . . . “The documents or portions thereof listed in this [document] are referenced within this guide.”

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 11:34:23 EST 2025

Committee Statement

Committee Statement: The revision brings the quote from NFPA 921, subsection 1.3.5 into line with the revised wording from the 2024 edition.

Response Message: FR-12-NFPA 1033-2025

[Public Input No. 38-NFPA 1033-2024 \[Section No. A.4.1.7\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

This revision brings the quote from NFPA 921, subsection 1.3.5 into line with the revised wording from the 2024 edition

Smith, Nicholas James

N/A

**First Revision No. 13-NFPA 1033-2025 [Section No. A.4.2]****A.4.2**

Documents and files reviewed when a scene is not otherwise available can include but not be limited to incident reports, notes, photographs, videos and other digital evidence including smart phones and motor vehicle data, diagrams and sketches, evidence, witness statements, test results, laboratory reports, and other information that would assist in the determination of the origin and cause.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 11:38:34 EST 2025

Committee Statement

Committee Statement: The TC identifies that the prevalence of video cameras, mobile smart phones and vehicle data systems and the importance of these digital evidence dictates the need to include digital evidence in this list.

Response Message: FR-13-NFPA 1033-2025

Public Input No. 20-NFPA 1033-2024 [Section No. A.4.2]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

26 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Lentini, John J.

Delete the redundant words "but not be limited to" from this sentence. Documents and files reviewed when a scene is not otherwise available can include but not be limited to incident reports, "Can include" gives plenty of leeway. We are not writing a contract.

Palmer, Devin J.

The portion "including smart phones and motor vehicle data" should be removed. There are multiple other potential sources of information that are not specifically spelled out so the "other digital evidence" should suffice.

Smith, Nicholas James

N/A



First Revision No. 7-NFPA 1033-2025 [Section No. A.4.3.3]

A.4.3.3

For more information and sample forms for scene documentation, see [Figure A.16.3.2\(a\) through Figure A.16.3.2\(k\) of NFPA 921, Figure A.16.3.2\(a\) through Figure A.16.3.2\(k\)](#) . For sample forms for documentation of compartment fire modeling data, see [Figure A.16.3.2\(k\) of NFPA 921, Figure A.16.3.2\(k\)](#) .

For information on using process maps for coordinating and documenting the steps involved in a fire investigation, see the Organization of Scientific Area Committees' (OSAC's) "Fire Investigation Process Map (Current Practice)."

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 18:44:43 EST 2025

Committee Statement

Committee Statement: The technical committee determined there is value in referencing the OSAC process map. The article as submitted is beyond what the TC believes is necessary.
Response Message: FR-7-NFPA 1033-2025

[Public Input No. 44-NFPA 1033-2024 \[Section No. A.4.3.3\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 14-NFPA 1033-2025 [Section No. A.4.4.2]

A.4.4.2

Fire investigators should determine and identify in advance what authority and specific need each may have to seize and hold ~~item(s)~~ items considered to be evidence. Where such authority or need is lacking, items should not be seized.

For additional information regarding evidence collection methods, see ASTM E860, *Standard Practice for Examining and Preparing Items that Are or May Become Involved in Criminal or Civil Litigation*.

For additional information regarding evidence collection methods, see ASTM E1188, *Standard Practice for Collection and Preservation of Information and Physical Items by a Technical Investigator*.

For additional information regarding evidence labeling methods, see ASTM E1459, *Standard Practice for Physical Evidence Labeling and Related Documentation*.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 11:41:46 EST 2025

Committee Statement

Committee Statement: The TC recognizes that all fire investigators need to be aware of this ASTM as well as the others that are already referenced in this section.

Response Message: FR-14-NFPA 1033-2025

Public Input No. 31-NFPA 1033-2024 [Section No. A.4.4.2]

Ballot Results

✔ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 5-NFPA 1033-2025 [Section No. A.4.6.5]

A.4.6.5

For additional information regarding evaluation methods, see ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*.

[For instructions on formulating and expressing expert opinions, see Sections 4.5 and 16.5 of NFPA 921 .](#)

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 17:42:49 EST 2025

Committee Statement

Committee Statement: The TC recognizes that NFPA 921, 2024 ed. substantially revised s. 4.5 on Expert Opinions and s.16.5 Reports and Testimony, and the TC added this annex text as a reference.

Response Message: FR-5-NFPA 1033-2025

[Public Input No. 46-NFPA 1033-2024 \[Section No. A.4.6.5\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 25-NFPA 1033-2025 [Section No. A.4.7.1]

A.4.7.1

For additional information regarding the contents of a written report and evaluation methods, see ASTM E620, *Standard Practice for Reporting Opinions of Scientific or Technical Experts*, and ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*.

For guidance on expressing expert opinions, including in reports, see Sections 4.5 and 16.5 of NFPA 921.

Submitter Information Verification

Committee: PQU-FIV

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Committee Statement

Committee Statement: The TC recognizes that NFPA 921, 2024 ed., was significantly revised in dealing with reports, so this reference points the user of NFPA 1033 to this important new information.

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Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
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Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 31-NFPA 1033-2025 [Chapter B]

Annex B ~~Explanation of the Understanding~~ Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs)

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

B.1 Definitions.

Accrediting Body. A voluntary, nongovernmental association that administers accrediting procedures for entities that certify individuals to fire service professional qualifications standards, or programs granting degrees in nonengineering fire/emergency services-related fields. [1000, 2022]

Certifying Entity. An organization that is accredited to award certification to individuals. [1000, 2022]

Cognitive Assessment Methodology. Cognitive written (knowledge) assessment methodology is used to evaluate a candidate's subject matter knowledge using a written test in which the candidate is required to provide specific answers to specific questions related to the job performance requirement (JPR), requisite knowledge (RK), or requisite skill (RS), of the standard and level to which the candidate is seeking certification. These responses are then securely scored in relation to the answer that has been determined to be correct through the local validation process.

Document Review. A process by which records are evaluated by an accredited agency to ensure a candidate meets RK and RS prior to, or concurrent with, JPR evaluation. This process can be used in lieu of testing the RK or RS. The following can be utilized to fulfill RK and RS under a document review protocol: certifications (accredited or nonaccredited), proof of completion of training (course completion or training records), licenses (FAA, EMS, others), experience (life learning), or other (subject to stakeholder approval).

Educators. Individuals and/or groups that provide instruction in a higher educational environment. This includes vocational/technical schools, community colleges, and colleges/universities, for the purpose of providing courses that satisfy degree or certificate requirements.

Portfolio Verification. A process used to determine compliance with the JPRs or objectives of the appropriate standard/level by verifying documentation of the candidate's experience, training, and education. A list of acceptable documents or items for each JPR would be predetermined. Examples include coursework at an educational center, participation in a certain number of investigations, and testifying at court.

Publisher. An organization that produces and/or releases for distribution textbooks, curricula, test items, and so forth in multiple media formats for education and training purposes.

Process Assessment Methodology. Used to evaluate a candidate's ability to use mental activity to perform a cognitive skill. An evaluator cannot directly observe this mental process. The trained evaluator grades the student in real time, using identified scoring criteria such as a rubric that can facilitate interrater reliability by allowing the evaluator to differentiate consistently between different degrees of candidate performance. There could be more than one acceptable outcome.

Product Assessment Methodology. Used to evaluate a candidate's ability to perform a cognitive skill that cannot be directly observed but is evaluated on how an individual completes the task outcome. The student is given an assignment that requires the application of knowledge to yield a product. A trained evaluator scores this product after it is submitted. The product is graded using identified scoring criteria such as a rubric.

Psychomotor Assessment Methodology. Used to evaluate a candidate's ability to perform physical tasks in a real-time skills performance evaluation. Candidates are required to correctly perform the physical task/skill identified by the critical components of the JPR and are evaluated on their directly observed performance. Correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.

Requisite Knowledge and Requisite Skills (RK and RS). The necessary knowledge and skills the individual should have prior to or concurrently with being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Recertification. The process by which an individual maintains proficiency or certifies again, prior to the expiration of his/her certification. [1000, 2022]

Renewal. The process by which an individual certifies again, after the expiration of his/her certification. [1000, 2022]

Rubric. A scoring guide used to evaluate the quality of candidates' constructed responses listing as a minimum the criteria or characteristics that a candidate's performance should exhibit and describing specific quality levels for those criteria.

Trainer. Individuals or groups that provide instruction of knowledge and skills in a technical and/or vocational environment. This includes state fire training systems, county/regional training systems, and local fire department training units, for the purpose of providing basic and advanced level training.

B.2 ~~Explanation of the~~ Professional Qualifications Standards and the Concepts of Job Performance Requirements (JPRs) .

The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for ~~the fire~~ service emergency services personnel . Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

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

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

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

B.3 The Parts of a JPR.

B.3.1 Critical Components.

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

- (1) Task to be performed, partial description using an action verb (*See Figure B.3.1 for examples of action verbs used in the creation of JPRs.*)
- (2) Tools, equipment, or materials that are to be provided to complete the task
- (3) Evaluation parameters and performance outcomes

Figure B.3.1 Examples of Action Verbs.

The figure displays two identical tables of action verbs, with the top one marked 'DELETED'. Each table is structured as follows:

Level	Task Type	Verbs
1	Pre-operational	Approach, Begin, Check, Clean, Close, Connect, Describe, Explain, Follow, Identify, Measure, Monitor, Observe, Operate, Prepare, Recognize, Respond, Set, Turn, Use, Verify
2	Basic Skills Application	Advance, Adjust, Assemble, Attach, Balance, Bend, Bolt, Breakdown, Build, Calibrate, Carry, Check, Clean, Close, Connect, Control, Create, Cut, Drill, Drive, Fill, Flip, Fold, Follow, Freeze, Grind, Heat, Hold, Install, Join, Lay, Load, Lubricate, Measure, Mix, Move, Operate, Pack, Paint, Peel, Plug, Pull, Pump, Push, Read, Release, Remove, Replace, Repair, Reset, Retighten, Seal, Set, Tighten, Turn, Use, Verify
3	Superior Skills	Administer, Adjust, Assemble, Attach, Balance, Bend, Bolt, Breakdown, Build, Calibrate, Carry, Check, Clean, Close, Connect, Control, Create, Cut, Drill, Drive, Fill, Flip, Fold, Follow, Freeze, Grind, Heat, Hold, Install, Join, Lay, Load, Lubricate, Measure, Mix, Move, Operate, Pack, Paint, Peel, Plug, Pull, Pump, Push, Read, Release, Remove, Replace, Repair, Reset, Retighten, Seal, Set, Tighten, Turn, Use, Verify
4	Skills Bridging	Administer, Adjust, Assemble, Attach, Balance, Bend, Bolt, Breakdown, Build, Calibrate, Carry, Check, Clean, Close, Connect, Control, Create, Cut, Drill, Drive, Fill, Flip, Fold, Follow, Freeze, Grind, Heat, Hold, Install, Join, Lay, Load, Lubricate, Measure, Mix, Move, Operate, Pack, Paint, Peel, Plug, Pull, Pump, Push, Read, Release, Remove, Replace, Repair, Reset, Retighten, Seal, Set, Tighten, Turn, Use, Verify
5	Creation and Evaluation	Administer, Adjust, Assemble, Attach, Balance, Bend, Bolt, Breakdown, Build, Calibrate, Carry, Check, Clean, Close, Connect, Control, Create, Cut, Drill, Drive, Fill, Flip, Fold, Follow, Freeze, Grind, Heat, Hold, Install, Join, Lay, Load, Lubricate, Measure, Mix, Move, Operate, Pack, Paint, Peel, Plug, Pull, Pump, Push, Read, Release, Remove, Replace, Repair, Reset, Retighten, Seal, Set, Tighten, Turn, Use, Verify

Table B.3.1 gives an example of the critical components of a JPR.

Table B.3.1 Component Example of a JPR

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

B.3.1.1 The Task to Be Performed.

The first component is a concise statement of what the individual person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished. The action verb must be used in context with the rest of the JPR.

B.3.1.2 Tools, Equipment, or Materials ~~that~~ That Should Be Provided for Successful Completion of the Task.

This component ensures that all the individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what should be provided in order for the individual to complete the task.

B.3.1.3 Evaluation Parameters and Performance Outcomes.

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

B.3.2 Requisite Knowledge and Skills.

In addition to ~~these the~~ three components of a JPR, ~~a JPR describes there are~~ requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual ~~should would~~ have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.3.3 Examples.

With the components and requisites combined, a JPR might be similar to the two examples in B.3.3.1 and B.3.3.2.

B.3.3.1 Example: Firefighter I.

~~Perform overhaul at~~ Overhaul a fire scene, given PPE, an attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished. [1010: 6.3.13]

(A) Requisite Knowledge.

~~Knowledge of types~~ Types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, obvious signs of area of origin or signs of arson, and reasons for protection of fire scene. [1010: 6.3.13(A)]

(B) Requisite Skills.

The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment. [1010: 6.3.13(B)]

B.3.3.2 Example: Fire and Life Safety Educator II.

Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all ~~the~~ program needs. [1030: 10.2.1]

(A) Requisite Knowledge.

~~Knowledge of budgetary~~ Budgetary process; governmental accounting procedures; federal, ~~tribal,~~ state, and local laws; organizational bidding process; and organization purchase requests. [1030: 10.2.1(A)]

(B) Requisite Skills.

~~The ability to estimate~~ Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests. [1030: 10.2.1(B)]

B.4 Potential Uses of JPRs: The Use of JPRs by Primary Stakeholders.

B.4.1 Accrediting Bodies.

The accrediting body utilizes JPRs to establish the minimum criteria a certifying entity can utilize in the evaluation of certification candidates at a specific job level.

The accrediting body should also assure the certifying body assesses the JPRs in a manner consistent with the entity's approved methodologies and the requirements found in NFPA 1000.

B.4.2 Certification Entities .

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

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

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

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

This performance-based evaluation would utilize assessment methodologies such as cognitive, psychomotor, product, and process. Other assessment methodologies could be utilized if approved by the accrediting body.

Portfolio verification is not an assessment methodology and can be utilized to fulfill some or all JPRs.

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPRs in order to complete the task.

Table B.4.2 provides examples of how assessment methodologies can be utilized by a certifying body.

Table B.4.2 Assessment Methodology Sample Utilization

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Methodology is Likely... Method</u>
Knowledge/facts <i>Action verb examples:</i> identify, define, list, cite, state, choose, name	A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs <i>Examples:</i> multiple choice, sequencing, true/false, fill-in-the-blank	Responses are scored in relation to the answer that has been determined to be correct.	Cognitive
A manipulative skill in real time <i>Action verb examples:</i> climb, build, perform, raise, haul, don	A skills test to evaluate a candidate's ability to perform physical tasks in real time <i>Examples:</i> donning SCBA, raising ladders, tying rescue knots	The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.	Psychomotor (skills)
A cognitive skill that cannot be directly observed; the application of knowledge to yield a product <i>Action verb examples:</i> develop, create, write	A work product created by the candidate usually outside of the classroom setting <i>Examples:</i> creating a budget, report, proposal, lesson plan, incident action plan	Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission. Used to differentiate consistently between different degrees of candidate performance.	Product

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Methodology is Likely... Method</u>
A mental activity to perform a cognitive skill in real time that cannot be directly observed	Candidate performs the activity in the presence of the evaluator; the verbalization of mental thought <u>with the explanation of mental thought, as necessary.</u> "First, I..., then I..., " etc.	Scoring rubric with questions and expected verbal responses.	Process
<i>Action verb examples:</i> inspect, investigate	<i>Examples:</i> performing an inspection, conducting an investigation	Used to differentiate consistently between different degrees of candidate performance.	
Documentation of the candidate's experience, training, and education against all JPRs	A list of acceptable documents or items for each and every JPR	This portfolio is evaluated using criteria that have been identified by the agency.	Portfolio
<i>Action verb examples:</i> attend, participate, testify	<i>Examples:</i> coursework at training or college; participation in a certain number of investigations; testifying at court		

B.4.3 Curriculum Development and Training Design and Evaluation (Publishers, Trainers, and Educators) .

Publishers develop training materials for the fire and emergency service organizations including but not limited to certification test items and JPR correlation tables. They convert JPRs into instructional objectives and develop content to meet the intent of the standard and the training needs of the intended audience. Requisite knowledge and skills are converted into terminal and enabling objectives that define the material's content.

The publisher's goal is to best meet the training needs by publishing materials that meet the intent of the applicable standard. Subject matter experts (authors) use the objectives developed from the JPR as a roadmap to develop content. Review and validation of the material ensures the appropriate objectives to support those developed by training entities. Textbook content includes best practices within the fire and emergency services and the most up-to-date technology.

The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These statements ~~should~~ would be converted into instructional objectives with behaviors, conditions, and the degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are used to identify what students ~~should~~ would do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors would be able to clarify performance expectations and avoid confusion caused by ~~the use of~~ using statements designed for purposes other than teaching. Instructors would also be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

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

B.4.3.1 Example: Converting a Firefighter I JPR into an Instructional Objective.

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

JPR: ~~Perform overhaul at~~ Overhaul a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Instructional Objective (Cognitive): ~~The Firefighter I will identify~~ Identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

Instructional Objective (Psychomotor): ~~The Firefighter I will demonstrate~~ Demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

B.4.3.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective.

~~This~~ These instructional ~~objectives is just one~~ objectives are two of several instructional objectives that ~~could~~ would be written to support the terminal objective based on the JPR.

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

Instructional Objective (Cognitive): ~~The Fire and Life Safety Educator II will list~~ List and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

Instructional Objective (Psychomotor Process): ~~The Fire and Life Safety Educator II will lead~~ Lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

B.5 Other Uses of for JPRs.

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

These areas might include the following:

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

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- B.6.1** References for Extracts.
- NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems* , 2022 edition.
- NFPA 1010, *Standard on Professional Qualifications for Firefighters* , 2024 edition.
- NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions* , 2024 edition.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
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Ballot Results

✔ This item has passed ballot

- 34 Eligible Voters
- 5 Not Returned
- 28 Affirmative All
 - 1 Affirmative with Comments
 - 0 Negative with Comments
 - 0 Abstention

Not Returned

Connolly, Joseph S.
laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
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Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.

Lentini, John J.
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Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 29-NFPA 1033-2025 [Section No. C.1]

C.1 Fire Investigators.

The matrices shown in Table C.1 are included to provide the user of the standard with an overview of the JPRs for fire investigators and the progression of the various levels found in the document. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

Table C.1 Fire Investigator

Fire Investigator	
4.2 Scene Examination.	
Duties shall include inspecting, evaluating, and analyzing the fire scene or evidence of the scene, and conducting a comprehensive review of documentation generated during the examination(s) of the scene if the scene is no longer available, so as to determine the area or point of origin, source of ignition, material(s) ignited, and action or activity that brought the ignition source and materials together and to assess the subsequent progression, extinguishment, and containment of the fire.	
4.2.1	<u>Secure the fire ground, given marking devices, sufficient personnel, and special tools and equipment, so that unauthorized persons can recognize the perimeters of the investigative scene and are kept from restricted areas and all evidence or potential evidence is protected from damage or destruction.</u>
4.2.2	Conduct an exterior <u>or perimeter</u> survey, given standard equipment and tools, so that evidence is identified and preserved, fire damage is interpreted and analyzed, hazards are identified to avoid injuries, accessibility to the property <u>or area</u> is determined, and all potential means of ingress and egress are discovered.
4.2.3	Conduct an interior survey, given standard equipment and tools, so that areas of potential evidentiary value requiring further examination are identified and preserved, the evidentiary value of contents is determined, and hazards are identified in order to avoid injuries.
4.2.4	Interpret and analyze fire patterns, given standard equipment and tools and some structural or content, <u>vegetation, or natural material</u> remains, so that each pattern is identified and analyzed with respect to the burning characteristics of the material involved, <u>and</u> the stage of fire development, the effects of ventilation within the context of the scene, the relationship with all patterns observed , <u>and the understanding of the methods of heat transfer that led to the formation of the patterns identified and analyzed</u> , and the sequence in which the patterns were produced is determined.
4.2.5	Interpret and analyze fire patterns, given standard equipment and tools and some structural or content remains, so that fire development, fire spread, and the sequence in which fire patterns were developed (i.e., sequential pattern analysis) are determined; methods and effects of suppression are analyzed; fire patterns and effects indicating a hypothetical area or areas of origin are recognized and tested; false or refuted hypothetical areas of origin are eliminated; and all fire patterns are tested against the data, such that the area(s) of origin is correctly identified.
4.2.6	Examine and remove fire debris, given standard or, if necessary, special equipment and tools, so that fire patterns and fire effects concealed by debris are discovered and analyzed; all debris within the potential area(s) of origin is checked for fire cause evidence; potential ignition source(s) is identified; and evidence is preserved without investigator-inflicted damage or contamination.
4.2.7	Reconstruct potential area(s) of origin, given standard and, if needed, special equipment and tools as well as sufficient personnel, so that all protected areas and fire patterns are identified and correlated to contents or structural remains; and items potentially critical to cause determination are returned to their prefire location as a means of hypothesis testing, such that the area(s) or point(s) of origin is discovered.
4.2.8	Inspect and analyze the performance of building <u>and utility</u> systems, including fire protection, detection, and suppression systems, HVAC, electricity and electrical systems, fuel gas systems, and building compartmentation, given standard and special equipment and tools, so that a determination can be made as to the need for expert resources; an operating system's impact on fire growth and spread is considered in identifying origin areas; defeated and failed systems are identified; and the system's potential as a fire cause is recognized.

Fire Investigator

- 4.2.9** Discriminate the effects of explosions from other types of damage, given standard equipment and tools, so that an explosion is identified and its evidence is preserved.

4.3 Documenting the Scene.

Duties shall include diagramming the scene, photographing, and taking field notes to be used to document scene findings, or to prepare a written report.

- 4.3.1** Diagram the scene, given standard tools and equipment, so that the scene is accurately represented and evidence, pertinent contents, significant patterns, and area(s) or point(s) of origin are identified.
- 4.3.2** Photographically document the scene, given standard tools and equipment, so that the scene is accurately depicted and the photographs support scene findings.
- 4.3.3** Construct investigative notes, given a fire scene, available documents (e.g., prefire plans and inspection reports), and interview information, so that the notes are accurate, provide further documentation of the scene, and represent complete documentation of the scene findings.

4.4 Evidence Collection/Preservation.

Duties shall include using proper physical and legal procedures to identify, document, collect, and preserve evidence required within the investigation.

- 4.4.1** Utilize proper procedures for managing victims and fatalities, given a protocol and appropriate personnel, so that all evidence is discovered and preserved and the protocol procedures are followed.
- 4.4.2** Locate, document, collect, label, package, and store evidence, given standard or special tools and equipment and evidence collection materials, so that evidence is properly identified, preserved, collected, packaged, and stored for use in testing, legal, or other proceedings and examinations; ensuring cross-contamination and investigator-inflicted damage to evidentiary items are avoided; and the chain of custody is established.
- 4.4.3** Select evidence for analysis, given all information from the investigation, so that items for analysis support specific investigation needs.
- 4.4.4** Maintain a chain of custody, given standard investigative tools, marking tools, and evidence tags or logs, so that written documentation exists for each piece of evidence and evidence is secured.
- 4.4.5** Dispose of evidence, given jurisdictional or agency regulations and file information, so that the disposal is timely, safely conducted, and in compliance with jurisdictional or agency requirements.

4.5 Interview.

Duties shall include obtaining information regarding the overall fire investigation from others through verbal communication.

- 4.5.1** Develop an interview plan, given no special tools or equipment, so that the plan reflects a strategy to further determine the fire cause and affix responsibility and includes a relevant questioning strategy for each individual to be interviewed that promotes the efficient use of the investigator's time.
- 4.5.2** Conduct interviews, given incident information, so that pertinent information is obtained, follow-up questions are asked, responses to all questions are elicited, and the response to each question is documented accurately.
- 4.5.3** Evaluate interview information, given interview transcripts or notes and incident data, so that all interview data is individually analyzed and correlated with all other interviews, corroborative and conflictive information is documented, and new leads are developed.

4.6 Post-Incident Investigation.

Duties shall include the investigation of all factors beyond the fire scene at the time of the origin and cause determination.

Fire Investigator

4.6.1	Gather reports and records, given no special tools, equipment, or materials, so that all gathered documents are applicable to the investigation, complete, and authentic; the chain of custody is maintained; and the material is admissible in a legal proceeding.
4.6.2	Evaluate the investigative file, given all available file information, so that areas for further investigation are identified, the relationship between gathered documents and information is interpreted, and corroborative evidence and information discrepancies are discovered.
4.6.3	Coordinate expert resources, given the investigative file, reports, and documents, so that the expert's competencies are matched to the specific investigation needs, financial expenditures are justified, and utilization clearly furthers the investigative goals of determining cause or affixing responsibility.
4.6.4	Establish evidence as to motive and/or opportunity, given an incendiary fire, so that the evidence is supported by documentation and meets the evidentiary requirements of the jurisdiction.
4.6.5	Formulate an opinion concerning origin, cause, or responsibility for the fire, given all investigative findings, so that the opinion regarding origin, cause, or responsibility for a fire is supported by the data, facts, records, reports, documents, scientific references, and evidence.

4.7 Presentations.

Duties shall include the presentation of findings to those individuals not involved in the actual investigations.

4.7.1	Prepare a written report, given investigative findings, so that the report accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies the hypotheses formed and analyzed; clearly identifies and expresses the investigator's opinions and conclusions; and contains the <u>basis, evidence, and</u> reasoning by which each opinion or conclusion was reached in order to meet the requirements of the intended audience(s).
4.7.2	Express investigative findings verbally, given investigative findings, notes, a time allotment, and a specific audience, so that the information is accurate, the presentation is completed within the allotted time, and the presentation includes only need-to-know information for the intended audience.
4.7.3	Testify during legal proceedings, given investigative findings, so that the testimony accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies and expresses the investigator's opinions and conclusions; and contains the reasoning by which each opinion or conclusion was reached.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Fri Jan 10 14:40:58 EST 2025

Committee Statement

Committee Statement: Technical committee updated to match proposed changes in chapter 4.

Response Message: FR-29-NFPA 1033-2025

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned
28 Affirmative All
1 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Connolly, Joseph S.
laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 16-NFPA 1033-2025 [Section No. D.1.1.1]

D.1.1.1

Information regarding the subjects in D.1.1 is summarized in the appropriate chapters of NFPA 921 as follows:

- (1) *Fire chemistry* — Chapter 5 of NFPA 921, ~~Chapter 5, Basic Fire Science~~
- (2) *Fire dynamics* — Chapters 5, 6, and 21 of NFPA 921, ~~Chapter 5, Basic Fire Science; Chapter 6, Fire Patterns; and Chapter 22, Failure Analysis and Analytical Tools~~
- (3) *Explosion dynamics* — Chapter 22 of NFPA 921, ~~Chapter 23, Explosions~~

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 12:50:24 EST 2025

Committee Statement

Committee Statement: The TC identified revisions to correlate with the 2024 edition of NFPA 921.

Response Message: FR-16-NFPA 1033-2025

[Public Input No. 21-NFPA 1033-2024 \[Section No. D.1.1.1\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 17-NFPA 1033-2025 [Section No. D.1.2.1]

D.1.2.1

Information regarding the subjects in D.1.2 is summarized in the following resources:

- (1) *Fire investigation methodology* — Chapters 4, 12, 18, and 19 of NFPA 921, Chapter 4, Basic Methodology; Chapter 12, Legal Considerations; Chapter 18, Origin Determination; and Chapter 19, Fire Cause Determination.
- (2) *Evidence* — Chapters 12, 16, and 17 of NFPA 921, Chapter 12, Legal Considerations; Chapter 16, Documentation of the Investigation; and Chapter 17, Physical Evidence. (see ASTM Standards E860, ASTM E1188, ASTM E1459, and ASTM E1492 define for requirements for on evidence topics).
- (3) *Failure analysis and analytical tools* — Chapter 21 of NFPA 921, Chapter 22, Failure Analysis and Analytical Tools.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 12:52:23 EST 2025

Committee Statement

Committee Statement: The TC revised to correlate with the 2024 edition of NFPA 921.

Response Message: FR-17-NFPA 1033-2025

Public Input No. 22-NFPA 1033-2024 [Section No. D.1.2.1]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 19-NFPA 1033-2025 [Section No. D.1.3 [Excluding any Sub-Sections]]

The term *fire scene safety* as used in this standard refers to a group of interrelated subjects listed in D.1.3(1) through D.1.3(3).

(1) *Hazard recognition, evaluation, and mitigation, as follows :*

- (a) How to conduct a site safety assessment
- (b) Recognition and evaluation of hazards (structural, mechanical, electrical, chemical, biological, confined space, and physical)
- (c) ~~The procedures~~ Procedures to mitigate hazards
- (d) Lockout/tagout
- (e) Recognition of incident command system (ICS)
- (f) Assignment of a safety officer
- (g) Selection, donning and doffing, and maintenance of PPE
- (h) Proper decontamination

(2) *Hazardous materials, as follows :*

- (a) How to evaluate safety data sheets (SDS)
- (b) How to select proper PPE, given the hazardous material identified
- (c) ~~The level~~ Level of training required to operate in a hazardous environment
- (d) Decontamination procedures
- (e) Placard systems *[For NFPA and globally harmonized systems (GHS), see NFPA 704.]*
- (f) Collection, transportation (DOT), storage, and disposal of hazardous evidence
- (g) EPA and other jurisdictional regulations related to disposal

(3) *Safety regulations, as follows :*

- (a) Jurisdictional safety requirements
- (b) Transportation of hazardous evidence
- (c) Jurisdictional environmental regulations

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 12:59:13 EST 2025

Committee Statement

Committee Statement: The TC added "scene" to correlate to the title of the section.

Response Message: FR-19-NFPA 1033-2025

Ballot Results

✔ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 18-NFPA 1033-2025 [Section No. D.1.3.1]

D.1.3.1

Information regarding the subjects in D.1.3 can be found in the following resources:

- (1) *Hazard recognition* — Chapter 13 of NFPA 921, ~~Chapter 13, Safety~~ :
- (2) *Hazardous materials* — Chapter 13 of NFPA 921, ~~Chapter 13, Safety~~ : (NFPA 400 contains requirements regarding hazardous materials. Operating around hazardous material is often covered by state and federal laws, which must be understood by investigators working in different jurisdictions. Knowledge and skills in this area are taught in professional training courses and seminars provided by a variety of sources.)
- (3) *Safety ~~regulations~~ procedures* — Chapter 13 of NFPA 921, ~~Chapter 13, Safety~~ ; 29 CFR 1910; and 29 CFR 1926: (This information is taught in professional training courses and seminars provided by a variety of sources.)

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 12:55:28 EST 2025

Committee Statement

Committee Statement: The TC revised to correlate with the 2024 edition of NFPA 921. Additionally recognized the change from regulations to procedures.

Response Message: FR-18-NFPA 1033-2025

Public Input No. 23-NFPA 1033-2024 [Section No. D.1.3.1]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 26-NFPA 1033-2025 [Section No. D.1.4]

D.1.4 Building and Utility Systems.

The term *building and utility systems* as used in this standard refers to a group of interrelated subjects listed in D.1.4(1) through D.1.4(4):

(1) *Types of construction, as follows :*

- (a) Recognizing different classifications of building construction
- (b) How ~~the~~ features of the building will influence fire growth and spread

(2) *Fire protection systems, as follows :*

- (a) Passive and active fire protection and how they influence fire dynamics
- (b) ~~How~~ Ability to recognize and collect ~~the~~ data available from fire protection systems
- (c) ~~How~~ Ability to avoid spoliation in examining and documenting the systems and prevent the loss of volatile data
- (d) ~~The differences~~ Differences between initiating and notification devices
- (e) Smoke management systems
- (f) ~~How~~ Ability to document ~~the~~ systems and their activation
- (g) ~~How~~ Ability to identify when ~~such~~ systems perform or fail to perform their intended functions
- (h) In cases of failures, knowledge of what steps to take to understand the cause of the failure or reach out to a subject matter expert
- (i) ~~Note: Examination~~ Recognize whether examination, analysis, and documentation of fire protection systems ~~could~~ requires the assistance of a fire protection professional:

(3) *Electricity and electrical systems, as follows :*

- (a) Function and components of electrical transmission and distribution systems
- (b) ~~The design~~ Design, function, and components of residential electrical systems
- (c) ~~How~~ Ability to determine whether the electrical system was energized at the time of the fire
- (d) ~~How~~ Ability to determine whether the electrical system played a part in the initiation or spread of a fire, which includes the ability to distinguish electrical damage from environmental damage
- (e) ~~The ability~~ Ability to decide when it is necessary to call in someone with more advanced electrical knowledge
- (f) ~~How~~ Ability to conduct and interpret an arc survey
- (g) ~~How~~ Ability to describe and identify how electrical energy can cause heating, which can be the ignition source of the fire (e.g., high-resistance heating, arcing through char, ~~and~~ overloading)

(4) *Fuel gas systems, as follows :*

- (a) ~~The design~~ Design and components of a gas system
- (b) ~~The differences~~ Differences between propane gas and natural gas
- (c) ~~How~~ Ability to document the gas source and its distribution to the appliances
- (d) ~~How~~ Ability to document the combustion air supply and flue gas exhaust
- (e) ~~The operation~~ Operation of residential gas appliances
- (f) ~~The distribution~~ Distribution system of gas to the structure
- (g) ~~How~~ Ability to determine the source of the fugitive fuel gas

D.1.4.1

Information regarding the subjects in D.1.4 can be found in the following resources:

- (1) *Types of construction* — NFPA 921 and NFPA 220-
- (2) *Fire protection systems* — Chapter 8 of NFPA 921, ~~Chapter 8, Active Fire Protection Systems~~.
- (3) *Electricity and electrical systems* — Chapters 9 and 18 of NFPA 921, ~~Chapter 9, Electricity and Fire, and Chapter 18, Origin and Determination~~. (This information is taught in community college courses and in electrician apprenticeships.)

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 16:04:12 EST 2025

Committee Statement

Committee Statement: The TC made these changes to be consistent with adding “utility” in the main body of the document. Additionally, the TC recognizes that a fire investigator should have an understanding of electrical transmission and distribution systems which maybe important relative to wildland investigations.

Response Message: FR-26-NFPA 1033-2025

Public Input No. 30-NFPA 1033-2024 [Section No. D.1.4]

Ballot Results

✔ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

0 Affirmative with Comments

2 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?

Negative with Comment

Smith, Nicholas James

NFPA 921 does not cover large electrical transmission and distribution systems. Chapter 9 of NFPA 921, that deals with the electrical systems, is designed for the investigation of structures and not wildland fires. The additions of this in NFPA 1033 leaves the investigator with the burden of having to gain requisite knowledge of the design, transmission and distribution of electricity from the power station to the structure. This includes components of transmission lines and substations. This needs to be addressed in NFPA 921 prior to NFPA 1033.

Young, Steve

NFPA 921 does not cover large electrical transmission and distribution systems. Chapter 9 of NFPA 921, that deals with electrical systems, is designed for the investigation of structures and not wildland fires. The addition of this in NFPA 1033 leaves the investigator with the burden of having to gain requisite knowledge of the design, transmission and distribution of electricity from the power station to the structure. This includes components of transmission lines and substations. Prior to the inclusion of this in NFPA 1033, this should be addressed in Chapter 9 or Chapter 27 of NFPA 921.



First Revision No. 20-NFPA 1033-2025 [Section No. E.1.1]

E.1.1 NFPA Publications.

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

NFPA 220, *Standard on Types of Building Construction*, ~~2024~~ 2027 edition.

NFPA 400, *Hazardous Materials Code*, ~~2022~~ 2025 edition.

NFPA 470, *Hazardous Materials/Weapons of Mass Destruction (WMD) Standard Standards for Responders*, ~~2022~~ 2027 edition.

NFPA 704, *Standard System for the Identification of the Hazards of Materials for Emergency Response*, ~~2022~~ 2027 edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, ~~2024~~ 2024 edition.

~~NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2019 edition.~~

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

~~NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024 edition.~~

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

~~NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.~~

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 13:23:10 EST 2025

Committee Statement

Committee Statement: Revised to update to edition of NFPA documents identified in explanatory text.

Response Message: FR-20-NFPA 1033-2025

Public Input No. 24-NFPA 1033-2024 [Section No. E.1.1]

Ballot Results

✓ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A





First Revision No. 21-NFPA 1033-2025 [Section No. E.1.2.1]

E.1.2.1 ASTM Publications.

ASTM International, 100 Barr Harbor Drive, P.O. Box C700, West Conshohocken, PA 19428-2959.

ASTM E620, *Standard Practice for Reporting Opinions of Scientific or Technical Experts*, 2018.

ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*, 2013 (withdrawn 2022).

ASTM E860, *Standard Practice for Examining and Preparing Items That Are or May Become Involved in Criminal or Civil Litigation*, ~~2013~~ 2022.

ASTM E1188, *Standard Practice for Collection and Preservation of Information and Physical Items by a Technical Investigator*, ~~2015~~ 2023.

ASTM E1459, *Standard ~~Guide~~ Practice for Physical Evidence Labeling and Related Documentation*, ~~2013~~ 2024.

ASTM E1492, *Standard Practice for Receiving, Documenting, Storing, and Retrieving Evidence in a Forensic Science Laboratory*, 2011, reapproved { 2017 }.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 13:27:05 EST 2025

Committee Statement

Committee Statement: Updating citations for ASTM documents to their most current edition.

Response Message: FR-21-NFPA 1033-2025

Public Input No. 39-NFPA 1033-2024 [Section No. E.1.2.1]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A

**First Revision No. 30-NFPA 1033-2025 [Section No. E.1.2.2]****E.1.2.2** IAAI Publications.

International Association of Arson Investigators, ~~16901 Melford Boulevard, Suite 101~~
~~Bowie~~ 2331 Rock Spring Road, Forest Hill , MD ~~20715~~ 21050 .

Fire Investigator Health and Safety Best Practices, ~~May 4, 2020~~ 3rd edition, April 13, 2022 .

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 14 08:40:48 EST 2025

Committee Statement

Committee Statement: The TC identified the Fire Investigator Health and Safety Best Practices was revised in 2022.

Response Message: FR-30-NFPA 1033-2025

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 32-NFPA 1033-2025 [Section No. E.1.2.4]

E.1.2.4 Other Publications.

Annett, J., and N. E. Stanton, *Task Analysis*. London and New York: Taylor and Francis, 2000.

~~Brannick, M. T., and E. L. Levine, *Job Analysis: Methods, Research, and Applications for Human Resource Management in the New Millennium*. Thousand Oaks, CA: Sage Publications, 2002.~~

Dubois, D. D., *Competency-Based Performance Improvement: A Strategy for Organizational Change*. Amherst, MA: HRD Press, ~~1999~~ 1993.

Fine, S. A., and S. F. Cronshaw, *Functional Job Analysis: A Foundation for Human Resources Management* (Applied Psychology Series). Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

"Fire Investigation Process Map (Current Practice)," *Organization of Scientific Area Committees (OSAC), National Institute of Standards and Technology (NIST)*, March 2023.

Fire Protection Research Foundation, NFPA, *Fire and Emergency Service Personnel Knowledge and Skills Proficiency*, 2019.

Gupta, K., C. M. Sleezer (editor), and D. F. Russ-Eft (editor), *A Practical Guide to Needs Assessment*, 3rd edition. San Francisco: ~~Jossey-Bass~~ Pfeiffer, ~~2007~~ 2014.

Hartley, D. E., *Job Analysis at the Speed of Reality*. Amherst, MA: HRD Press, ~~1999~~ 2014.

Hodell, C., *ISD from the Ground Up: A No-Nonsense Approach to Instructional Design*, 3rd edition. Alexandria, VA: American Society for Training & Development, 2011.

Jonassen, D. H., M. Tessmer, and W. H. Hannum, *Task Analysis Methods for Instructional Design*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

McArdle, G., *Conducting a Needs Analysis (Fifty-Minute Book)*. Boston: Crisp Learning, 1998.

McCain, D. V., *Creating Training Courses (When You're Not a Trainer)*. Alexandria, VA: American Society for Training & Development, 1999.

Munday, J. W., *Safety at Scenes of Fire and Related Incidents*. London: Fire Protection Association, 1994.

~~Phillips, J. J., *In Action: Performance Analysis and Consulting*. Alexandria, VA: American Society for Training & Development, 2000.~~

Morgeson, F. P., M. T. Brannick, and E. L. Levine, *Job and Work Analysis: Methods, Research, and Applications for Human Resource Management*, 3rd edition. Thousand Oaks, CA: Sage Publications, 2019.

~~Phillips, J. J., and E. F. Holton III, *In Action: Conducting Needs Assessment Performance Analysis and Consulting*. Alexandria, VA: American Society for Training & Development, 1995~~ 2000.

Robinson, D. G., and J. C. Robinson (Eds.), *Moving from Training to Performance: A Practical Guidebook*. Alexandria, VA: American Society for Training & Development; San Francisco: Berrett-Koehler, 1998.

Schippmann, J. S., *Strategic Job Modeling: Working at the Core of Integrated Human Resources*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

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

Zemke, R., and T. Kramlinger, *Figuring Things Out: A Trainer's Guide to Needs and Task Analysis*. New York: Perseus Books, ~~1993~~ 1982.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Fri Jan 17 21:35:08 EST 2025

Committee Statement

Committee Statement: References updated to Annex B revisions.

Response Message: FR-32-NFPA 1033-2025

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 33-NFPA 1033-2025 [Section No. E.3]

E.3 References for Extracts in Informational Sections. ~~(Reserved)~~
NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems* , 2022 edition.
NFPA 1010, *Standard on Professional Qualifications for Firefighters* , 2024 edition.
NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions* , 2024 edition.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1033_E.3_edits.docx	for prod use	

Submitter Information Verification

Committee: PQU-FIV
Submittal Date: Thu Feb 06 20:17:58 EST 2025

Committee Statement

Committee Statement: Recognizes extracted NFPA Standards in Annex B
Response Message: FR-33-NFPA 1033-2025

Ballot Results

✔ This item has passed ballot

- 34 Eligible Voters
- 5 Not Returned
- 28 Affirmative All
- 1 Affirmative with Comments
- 0 Negative with Comments
- 0 Abstention

Not Returned

- Connolly, Joseph S.
- laeger, Todd M.
- Kerkhoff, Todd
- Kernan, John C.
- Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



Public Input No. 40-NFPA 1140-2024 [Global Input]

Establish consistency in use of "building" and "structure" throughout document.

Statement of Problem and Substantiation for Public Input

Both "Building" (3.3.9) and "Structure" (3.3.96) are defined terms and both are used throughout the document. A building is a particular structure, so all buildings are structures but not all structures are buildings.

There are some instances of the terms being used interchangeably which may cause confusion to the user of the document. The committee should find all instances of the use of these two terms (and associated terms, such as "deck") and verify they are being used as intended.

Submitter Information Verification

Submitter Full Name: Daniel Gorham

Organization: Fire Safety Research Institute

Street Address:

City:

State:

Zip:

Submittal Date: Wed Sep 04 11:57:06 EDT 2024

Committee: WFM-AAA

Committee Statement

Resolution: The technical committee has formed a joint task group to review the usage of these terms throughout NFPA 1140 and will report at the Second Draft stage.



Public Input No. 41-NFPA 1140-2024 [Global Input]

Proposed Reordering

Chapter 1-3 are set.

Chapter 4 — Wildland Firefighter I (NFPA 1051)

Chapter 5 — Wildland Firefighter II (NFPA 1051)

Chapter 6 — Wildland Fire Officer I (NFPA 1051)

Chapter 7 — Wildland Fire Officer II (NFPA 1051)

Chapter 8 — Wildland/Urban Interface Protection Specialist (NFPA 1051)

Chapter 9 — Wildland/Urban Interface Coordinator (NFPA 1051)

Chapter 10 — Risk/Hazard Assessment and Mitigation (NFPA 1143)

Chapter 11 — Preparedness (NFPA 1143)

Chapter 12 — Incident Management (NFPA 1143)

Chapter 13 — Fire Suppression (NFPA 1143)

Chapter 14 — Post-Incident Activities (NFPA 1143)

Chapter 15 — General Requirements for Fire Protection Infrastructure in Wildland, Rural, and Suburban Areas (NFPA 1141)

Chapter 16 — Means of Access (NFPA 1141)

Chapter 17 — Building Access and Separation (NFPA 1141)

Chapter 18 — Premises Identification (NFPA 1141)

Chapter 19 — Fire Protection (NFPA 1141)

Chapter 20 — Water Supply (NFPA 1141)

Chapter 21 — Fire Protection During Construction (NFPA 1141)

Chapter 22 — Community Safety and Emergency Preparedness (NFPA 1141)

Chapter 23 — Capacity of Fire Protection Services (NFPA 1141)

Chapter 24 — Assessing Wildland Fire Hazards in the Structure Ignition Zone (NFPA 1144)

Chapter 25 — Building Design, Location, and Construction (NFPA 1144)

Chapter 26 — Fuel Modification Area (NFPA 1144)

Statement of Problem and Substantiation for Public Input

NFPA 1140 OPPORTUNITIES FOR IMPROVEMENT [WFM and WRP]

The first edition of NFPA 1140 was essentially created by moving the existing chapters from four standards into a single book. The below restructuring seems more appropriate for the Table of Content.

Submitter Information Verification

Submitter Full Name: Rick Swan

Organization: International Association of F

Street Address:

City:

State:

Zip:

Submittal Date: Wed Sep 04 13:05:59 EDT 2024

Committee: WFM-AAA

Committee Statement

Resolution: [FR-15-NFPA 1140-2025](#)

Statement: The first edition of NFPA 1140 was essentially created by moving the existing chapters from four standards into a single book. The new restructuring seems more appropriate for the Table of Contents.



Public Input No. 18-NFPA 1140-2024 [Section No. 1.1]

1.1 Scope.

This standard provides the minimum requirements for wildland fire management and the associated professional qualifications for wildland fire positions- , and to specify the minimum requirements for fire protection and emergency services infrastructure in wildland, rural, and suburban areas

Statement of Problem and Substantiation for Public Input

Unless there is a specific reason the current Scope is missing the addition of the other standard inserted during the consolidation.

Submitter Information Verification

Submitter Full Name: Rick Swan

Organization: International Association of F

Street Address:

City:

State:

Zip:

Submittal Date: Wed Jul 31 17:46:21 EDT 2024

Committee: WFM-AAA

Committee Statement

Resolution: FR-16-NFPA 1140-2025

Statement: The scope statement is revised to better incorporate the content on fire protection and infrastructure.



Public Input No. 12-NFPA 1140-2024 [Section No. 2.2]

2.2 NFPA Publications.

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

NFPA 1, *Fire Code*, 2021 [edition](#).

NFPA 10, *Standard for Portable Fire Extinguishers*, 2022 [edition](#).

NFPA 13, *Standard for the Installation of Sprinkler Systems*, 2022 [edition](#).

NFPA 13D, *Standard for the Installation of Sprinkler Systems in One- and Two-Family Dwellings and Manufactured Homes*, 2022 [edition](#).

NFPA 13R, *Standard for the Installation of Sprinkler Systems in Low-Rise Residential Occupancies*, 2022 [edition](#).

NFPA 14, *Standard for the Installation of Standpipe and Hose Systems*, 2019 [edition](#).

NFPA 18A, *Standard on Water Additives for Fire Control and Vapor Mitigation*, 2022 [edition](#).

NFPA 24, *Standard for the Installation of Private Fire Service Mains and Their Appurtenances*, 2022 [edition](#).

NFPA 30, *Flammable and Combustible Liquids Code*, 2021 [edition](#).

NFPA 51B, *Standard for Fire Prevention During Welding, Cutting, and Other Hot Work*, 2019 [edition](#).

NFPA 54, *National Fuel Gas Code*, 2021 [edition](#).

NFPA 58, *Liquefied Petroleum Gas Code*, 2020 [edition](#).

NFPA 72[®], *National Fire Alarm and Signaling Code*[®], 2022 [edition](#).

NFPA 241, *Standard for Safeguarding Construction, Alteration, and Demolition Operations*, 2022 [edition](#).

NFPA 291, *Recommended Practice for Water Flow Testing and Marking of Hydrants*, 2022 [edition](#).

NFPA 470, *Hazardous Materials Standards for Responders*, 2022 [edition](#).

NFPA 703, *Standard for Fire-Retardant-Treated Wood and Fire-Retardant Coatings for Building Materials*, 2021 [edition](#).

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2017 [edition](#).

NFPA 1026, *Standard for Incident Management Personnel Professional Qualifications*, 2018 [edition](#).

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

NFPA 1051, *Standard for Wildland Firefighting Personnel Professional Qualifications*, 2020 [edition](#).

NFPA 1141, *Standard for Fire Protection Infrastructure for Land Development in Wildland, Rural, and Suburban Areas*, 2017 [edition](#).

NFPA 1142, *Standard on Water Supplies for Suburban and Rural Fire Fighting*, 2022 [edition](#).

NFPA 1143, *Standard for Wildland Fire Management*, 2018 [edition](#).

NFPA 1144, *Standard for Reducing Structure Ignition Hazards from Wildland Fire*, 2018 [edition](#).

NFPA 1451, *Standard for a Fire and Emergency Service Vehicle Operations Training Program*, 2018 [edition](#).

NFPA 1500[™], *Standard on Fire Department Occupational Safety, Health, and Wellness Program*, 2021 [edition](#).

NFPA 1521, *Standard for Fire Department Safety Officer Professional Qualifications*, 2020 [edition](#).

NFPA 1561, *Standard on Emergency Services Incident Management System and Command Safety*, 2020 [edition](#).

NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments*, 2021 [edition](#).

NFPA 1616, *Standard on Mass Evacuation, Sheltering, and Re-entry Programs*, 2020 [edition](#).

NFPA 1977, *Standard on Protective Clothing and Equipment for Wildland Fire Fighting and Urban Interface Fire Fighting*, 2022 [edition](#).

NFPA 5000,[®] *Building Construction and Safety Code*[®] 2021 [edition](#).

Statement of Problem and Substantiation for Public Input

NFPA 18A is a new classification of agents for manual and fixed applications as defined within that Standard. Applications shown in NFPA 18A Standard are covered within this Standard therefore these NFPA 18A agents should be referenced and included as viable fire protection solutions within this Standard.

From NFPA 18A , Chapter 4 - Uses and Limitation

4.1 General.

Water additive concentrates used in preventing combustible and flammable liquid vapor explosions, removing the flammability of combustible and flammable liquid spills, or extinguishing fires shall be tested and approved, classified, labeled, or listed by a third-party independent testing/listing organization acceptable to the authority having jurisdiction.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 13-NFPA 1140-2024 [Section No. 14.1.2]	
Public Input No. 14-NFPA 1140-2024 [Section No. 14.1.3]	
Public Input No. 15-NFPA 1140-2024 [Section No. 14.2.1.1]	

Submitter Information Verification

Submitter Full Name: Craig Leadbetter
Organization: Hazard Control Technologies
Street Address:
City:
State:
Zip:
Submittal Date: Thu Jan 04 16:07:25 EST 2024
Committee: WFM-AAA

Committee Statement

Resolution: It is not within the scope of NFPA 1140 to determine whether water additives can be used in a sprinkler system. This is more appropriately addressed in the sprinkler system installation standard.



Public Input No. 20-NFPA 1140-2024 [Section No. 2.3.1]

2.3.1 ASTM Publications.

ASTM International, 100 Barr Harbor Drive, P.O. Box C700, West Conshohocken, PA 19428-2959.

ASTM D2898, *Standard Practice for Accelerated Weathering of Fire-Retardant-Treated Wood for Fire Testing*, 2010 (reapproved 2017).

ASTM D3909/D3909M, *Standard Specification for Asphalt Roll Roofing (Glass Felt) Surfaced With Mineral Granules*, 2014 2022.

ASTM D6662, *Standard Specification for Polyolefin-Based Plastic Lumber Decking Boards*, 2017 2022.

ASTM D7032, *Standard Specification for Establishing Performance Ratings for Wood-Plastic Composite and Plastic Lumber Deck Boards, Stair Treads, Guards, and Handrails*, 2017 2021.

ASTM E84, *Standard Test Method for Surface Burning Characteristics of Building Materials*, 2020 2024.

ASTM E108, *Standard Test Methods for Fire Tests of Roof Coverings*, 2020a.

ASTM E119, *Standard Test Methods for Fire Tests of Building Construction and Materials*, 2020 2024.

ASTM E136, *Standard Test Method for Assessing Combustibility of Materials Using a Vertical Tube Furnace at 750°C*, 2019a 2024c.

ASTM E2652, *Standard Test Method for Assessing Combustibility of Materials Using a Tube Furnace with a Cone-shaped Airflow Stabilizer, at 750°C*, 2018 2022.

ASTM E2768, *Standard Test Method for Extended Duration Surface Burning Characteristics of Building Materials (30 min Tunnel Test)*, 2011 (reapproved 2018).

ASTM E2886/E2886M, *Standard Test Method for Evaluating the Ability of Exterior Vents to Resist the Entry of Embers and Direct Flame Impingement*, 2020.

ASTM E2957, *Standard Test Method for Resistance to Wildfire Penetration of Eaves, Soffits and Other Projections*, 2017. (reapproved 2024).

Statement of Problem and Substantiation for Public Input

update dates of standards

Submitter Information Verification

Submitter Full Name: Marcelo Hirschler

Organization: GBH International

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 29 14:39:25 EDT 2024

Committee: WFM-AAA

Committee Statement

Resolution: [FR-28-NFPA 1140-2025](#)

Statement: References were updated in accordance with the Manual of Style.



Public Input No. 27-NFPA 1140-2024 [Section No. 3.3.49]

3.3.49 Ignition-Resistant Building Material.

A type of building material that resists either ignition or sustained flaming combustion, or both, for a sufficient period of time, when exposed to burning embers or small flames, so as to decrease the probability of losses. (See 25.2.3.)

Statement of Problem and Substantiation for Public Input

This PI addresses several issues.

Firstly, this simply adds of the word "building" to define the same term used in section 25.2.3, namely "ignition-resistant building material".

Second issue: these materials are ignitable and, thus, the absolute statement that they "resist ignition" is misleading. They are assessed by a fire test (ASTM E84 or ASTM E2768) where they will always ignite within a few seconds of exposure. However, these materials do offer a significant degree of protection by burning much more slowly and with much lower intensity than materials that fail to meet the requirements.

Third issue: the protection offered by these materials occurs when the exposure is to burning embers or small flames. These materials are not able to protect structures exposed to massive wildfires and not to note that in the definition creates expectations that the materials cannot fulfill.

Submitter Information Verification

Submitter Full Name: Marcelo Hirschler

Organization: GBH International

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 29 16:56:02 EDT 2024

Committee: WFM-AAA

Committee Statement

Resolution: The word "either" is unnecessary because the word "or" already exists. The phrase "sufficient period of time" is not defined. The phrase "decrease the probability of losses" is not easily quantified and is more relevant to the insurance industry. Also, the reason for using ignition-resistant building materials is not relevant to the defining what they are.



Public Input No. 34-NFPA 1140-2024 [New Section after 3.3.60]

Log wall construction

Type of exterior wall assembly where the walls are constructed entirely of solid wood members where the smallest horizontal dimension of each member is at least 6 inches (152 mm).

Statement of Problem and Substantiation for Public Input

The term log wall construction is proposed to be used in chapter 25 and this type of construction is very popular in wildland areas. This is not proposed to replace any definition but to be a new one.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 32-NFPA 1140-2024 [Section No. 25.4]</u>	
<u>Public Input No. 29-NFPA 1140-2024 [Section No. 25.6.1]</u>	

Submitter Information Verification

Submitter Full Name: Marcelo Hirschler
Organization: GBH International
Street Address:
City:
State:
Zip:
Submittal Date: Thu Aug 29 18:41:18 EDT 2024
Committee: WFM-AAA

Committee Statement

Resolution: The committee did not accept the related proposed changes in Chapter 25. Therefore, the term “log wall construction” is not used in the standard.



Public Input No. 38-NFPA 1140-2024 [Section No. 3.3.67]

3.3.67 Noncombustible Material.

See ~~Section 10~~ Section 25 .2 .1.

Statement of Problem and Substantiation for Public Input

Section 10.2 contains no information about noncombustible materials and section 10.3 simply sends the user to section 25.2.1. This section should send to the section providing the needed information.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 37-NFPA 1140-2024 [Section No. 10.3]</u>	
<u>Public Input No. 37-NFPA 1140-2024 [Section No. 10.3]</u>	

Submitter Information Verification

Submitter Full Name: Marcelo Hirschler
Organization: GBH International
Street Address:
City:
State:
Zip:
Submittal Date: Thu Aug 29 19:47:24 EDT 2024
Committee: WFM-AAA

Committee Statement

Resolution: FR-18-NFPA 1140-2025

Statement: The text did not define “noncombustible material.”

**Public Input No. 17-NFPA 1140-2024 [Section No. 5.5.3(A)]****(A) Requisite Knowledge.**

Knowledge of fire behavior in both wildland and improved properties, the effects of fuel modification to reduce the hazard, ~~and NWCG either NWCG S-215, *Fire Operations in the Wildland/Urban Interface*, or equivalent~~.

Statement of Problem and Substantiation for Public Input

This standard is used by more than just "wildland" agencies and NWCG S-215 is a wildland specific training course. There are other courses designed to fit the needs and schedules for structural fire departments, which are responding to WUI fires more often and need a specific course designed for structural equipment.

Submitter Information Verification

Submitter Full Name: Rick Swan

Organization: International Association of Fire Fighters

Street Address:

City:

State:

Zip:

Submittal Date: Fri May 17 14:13:33 EDT 2024

Committee: WFM-AAA

Committee Statement

Resolution: FR-26-NFPA 1140-2025

Statement: This standard is used by more than just "wildland" agencies and NWCG S-215 is a wildland-specific training course. There are other courses designed to fit the needs and schedules for structural fire departments, which are responding to WUI fires more often and need a specific course designed for structural equipment.



Public Input No. 21-NFPA 1140-2024 [Section No. L.1.2.2]

L.1.2.2 ASTM Publications.

ASTM International, 100 Barr Harbor Drive, P.O. Box C700, West Conshohocken, PA 19428-2959.

ASTM E96/E96M, *Standard Test Methods for Water Vapor Transmission of Materials*, 2016 2024 .

ASTM E108, *Standard Test Methods for Fire Tests of Roof Coverings*, 2020a.

Statement of Problem and Substantiation for Public Input

date update

Submitter Information Verification

Submitter Full Name: Marcelo Hirschler

Organization: GBH International

Street Address:

City:

State:

Zip:

Submittal Date: Thu Aug 29 14:45:18 EDT 2024

Committee: WFM-AAA

Committee Statement

Resolution: FR-29-NFPA 1140-2025

Statement: References were updated in accordance with the Manual of Style.



Committee Input No. 20-NFPA 1140-2025 [Section No. 4.1]

4.1 Administration.

4.1.1* Scope.

Chapters 4 through 9 identify the minimum JPRs for Wildland Firefighter I, Wildland Firefighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator.

4.1.2* Purpose.

The purpose of Chapters 4 through 9 are to specify the minimum JPRs for service as a Wildland Firefighter I, Wildland Firefighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator.

4.1.2.1

Chapters 4 through 9 shall define a Wildland Firefighter I, Wildland Firefighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator.

4.1.2.2

The intent of Chapters 4 through 9 shall be to ensure that personnel serving as a Wildland Firefighter I, Wildland Firefighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator are qualified.

4.1.2.3*

Chapters 4 through 9 shall not address organization or management responsibility.

4.1.2.4

It is not the intent of Chapters 4 through 9 to restrict any jurisdiction from exceeding or combining these minimum requirements.

4.1.2.5

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

4.1.2.6*

A Wildland Firefighter I, Wildland Firefighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.

4.1.3 Application.

The application of this standard is to specify which requirements within the document shall apply to Wildland Firefighter I, Wildland Firefighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator.

4.1.3.1

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

4.1.3.2

It shall not be required that the JPRs be mastered in the order in which they appear. The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs of this standard.

4.1.3.3*

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

4.1.3.4

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

4.1.3.5 Qualification Requirements.**4.1.3.5.1**

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

4.1.3.5.2

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

4.1.3.5.3

Personnel assigned the duties of Wildland Fire Officer I shall meet all the requirements defined in Chapter 6 prior to being qualified.

4.1.3.5.4

Personnel assigned the duties of Wildland Fire Officer II shall meet all the requirements defined in Chapter 7 prior to being qualified.

4.1.3.5.5

Personnel assigned the duties of Wildland/Urban Interface Protection Specialist shall meet all the requirements defined in Chapter 8 prior to being qualified.

4.1.3.5.6

Personnel assigned the duties of Wildland/Urban Interface Coordinator shall meet all the requirements defined in Chapter 9 prior to being qualified.

4.1.3.6

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

4.1.3.7

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

4.1.3.8

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

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

4.1.3.9

Wherever in Chapters 4 through 9 the terms *rules*, *regulations*, *policies*, *procedures*, *supplies*, *apparatus*, or *equipment* are referred to, it is implied that they are those of the AHJ.

4.1.3.10*

For each level of progression, as identified in Chapters 4 through 9, persons shall participate in continuing professional development activities to maintain competency with the JPRs covered in this standard for each level and position for which they are professionally qualified.

Submitter Information Verification

Committee: WFM-AAA

Submittal Date: Wed Jan 08 13:50:34 EST 2025

Committee Statement

Committee Statement: The Technical Committee has established a task group to review this section and propose changes at the Second Draft stage to better explain how this group of chapters should be applied.

Response Message: CI-20-NFPA 1140-2025



Committee Input No. 22-NFPA 1140-2025 [Section No. 19.1]

19.1 Administration.

19.1.1 Scope.

Chapters 19 through 23 provide minimum requirements to fire protection organizations on the management of wildland fire, including prevention, mitigation, preparation, and suppression.

19.1.2* Purpose.

The purpose of Chapters 19 through 23 are to specify management practices and policies necessary for a fire protection organization to develop a wildland fire management program.

19.1.3 Wildland Fire Management Policies.

19.1.3.1

The AHJ shall develop a policy for managing the organization in all aspects of wildland fire, including prevention, mitigation, preparation, and suppression.

19.1.3.1.1

As a minimum, the policy shall be established in accordance with legal mandates, organization priorities, planning procedures, incident management, personnel safety and training, and cooperative agreements.

19.1.3.1.2

Additional policy items shall be included as determined necessary by the AHJ.

19.1.3.2

Where the possibility of wildland fire constitutes a threat, the AHJ shall have a management plan to perform the activities as required by Chapters 19 through 23.

19.1.3.3

The goal shall be to reduce wildland fire loss through the establishment, maintenance, and coordination of policies and programs addressing fire prevention, risk assessment and mitigation, planning, incident management, personnel, infrastructure, training, communications, fire suppression capabilities, and safety.

Submitter Information Verification

Committee: WFM-AAA

Submittal Date: Wed Jan 08 14:11:20 EST 2025

Committee Statement

Committee Statement: The Technical Committee has established a task group to review this section and propose changes at the Second Draft stage to better explain how this group of chapters should be applied.

Response Message: CI-22-NFPA 1140-2025



NATIONAL FIRE PROTECTION ASSOCIATION

The leading information and knowledge resource on fire, electrical and related hazards

M E M O R A N D U M

TO: Technical Committee on Fire Investigator Professional Qualifications
FROM: Jenny Depew, *Committee Administrator*
DATE: April 10, 2025
SUBJECT: NFPA 1033 First Draft TC FINAL Ballot Results (CustA2026)

According to the final ballot results, all ballot items received the necessary affirmative votes to pass ballot.

34 **Members Eligible to Vote**

5 **Members Not Returned** (*Connolly, Jaeger, Kerkhoff, Kernan, Kistner*)

The attached report shows the number of affirmative, negative, and abstaining votes as well as the explanation of the vote for each revision.

To pass ballot, each revision requires: (1) a simple majority of those eligible to vote and (2) an affirmative vote of $\frac{2}{3}$ of ballots returned. See Sections 3.3.4.3.(c) and 4.3.10.1 of the ***Regulations Governing the Development of NFPA Standards***.



First Revision No. 8-NFPA 1033-2025 [Section No. 1.3.2.8]

1.3.2.8

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

- (1) Be at least age 18
- (2) Have a high school diploma or equivalent
- (3) Be subjected to a thorough background and character investigation by the AHJ prior to being accepted as an individual candidate for certification as a fire investigator
- (4) Have completed a minimum of 32 hours of tested training related to the requisite knowledge listed in this standard

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 18:58:48 EST 2025

Committee Statement

Committee Statement: The technical committee recognizes that a candidate for professional qualification for fire investigator should have a certain amount of relevant training to accomplish to JPRs as well as understand fire scenes they have contact with. The TC encourages a candidate to understand the chapters in NFPA 921 on basic methodology, basic fire science, and fire investigator safety, health, and wellness.

Response Message: FR-8-NFPA 1033-2025

Public Input No. 36-NFPA 1033-2024 [Section No. 1.3.2.8]

Public Input No. 37-NFPA 1033-2024 [New Section after 4.1.1]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

25 Affirmative All

2 Affirmative with Comments

2 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.
A fire investigator should have a certain amount of relevant training to accomplish to JPRs
Smith, Nicholas James
N/A

Negative with Comment

Campolo, Steve

This is circular since the FR suggests 32 hours of testing before one can commence training. Items 1, 2 & 3 should be all that is needed to commence training or pre-training

Hoffman, Michael

32 hours is arbitrary, the type of tested training not specified, and will inevitably and necessarily increase. The standard already states "prior to training to meet the requirements...", now we're saying you have to have 32 hours training in the JPR topics prior to commencing training on meeting the JPR's? The standard already lists specific topics of expertise necessary to qualify under the standard and it is incumbent on the individual to satisfy those requirements via approved methods. I fully support the intent of the committee to ensure that all those titled as a fire investigator are qualified to do so; however, do not agree with this approach.



First Revision No. 22-NFPA 1033-2025 [Section No. 2.4]

2.4 References for Extracts in Mandatory Sections.

NFPA 101[®], *Life Safety Code*[®], 2024 2024 edition.

NFPA 901, *Standard Classifications for Fire and Emergency Services Incident Reporting-and Fire Protection Data*, 2021 edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, 2024 2024 edition.

NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.

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

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1033_FR-22_2.4_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 13:36:45 EST 2025

Committee Statement

Committee Statement: The TC identified updates to referenced NFPA Standards.

Response Message: FR-22-NFPA 1033-2025

Public Input No. 15-NFPA 1033-2024 [Section No. 2.4]

Public Input No. 40-NFPA 1033-2024 [Section No. 2.4]

Ballot Results

✔ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 9-NFPA 1033-2025 [Section No. 4.1.7 [Excluding any Sub-Sections]]

In order to successfully complete the tasks identified in the JPRs of Sections 4.2 through 4.7, the fire investigator shall remain current in the subjects listed as “requisite knowledge” as they relate to fire investigations, which include the following:

- (1) Fire science, including the following :
 - (a) Fire chemistry
 - (b) Thermodynamics
 - (c) Fire dynamics
 - (d) Explosion dynamics
- (2) Fire investigation, including the following :
 - (a) Fire analysis
 - (b) Fire investigation methodology
 - (c) Fire investigation technology
 - (d) Evidence documentation, collection, and preservation
 - (e) Failure analysis and analytical tools
- (3) Fire scene safety, including the following :
 - (a) Hazard recognition, evaluation, and basic mitigation procedures
 - (b) Hazardous materials
 - (c) Safety ~~regulations~~ procedures
- (4) Building and utility systems, including the following :
 - (a) Types of construction
 - (b) Fire protection systems
 - (c) Electricity and electrical systems
 - (d) Fuel gas systems

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 19:07:12 EST 2025

Committee Statement

Committee Statement: The TC accepts the recommendation to change regulation to procedure. Procedures allow for a more encompassing fire safety actions on a fire scene. The TC also expanded building systems to include utilities.

Response Message: FR-9-NFPA 1033-2025

Public Input No. 27-NFPA 1033-2024 [Section No. 4.1.7 [Excluding any Sub-Sections]]

Public Input No. 28-NFPA 1033-2024 [Section No. 4.1.7 [Excluding any Sub-Sections]]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

Procedures allow for a more encompassing fire safety actions on a fire scene

Smith, Nicholas James

N/A



First Revision No. 28-NFPA 1033-2025 [Section No. 4.2.2]

4.2.2*

Conduct an exterior or perimeter survey, given standard equipment and tools, so that evidence is identified and preserved, fire damage is interpreted and analyzed, hazards are identified to avoid injuries, accessibility to the property or area is determined, and all potential means of ingress and egress are discovered.

(A) Requisite Knowledge.

The types of building construction and the effects of fire on construction materials, types of evidence commonly found in the perimeter, evidence preservation methods, the effects of fire suppression, fire behavior and spread, weather, topography, fire patterns, and a basic awareness of the dangers of hazardous materials.

(B) Requisite Skills.

Ability to assess fire ground and structural condition, observe the damage from and effects of the fire, and interpret and analyze fire patterns.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Thu Jan 09 18:35:12 EST 2025

Committee Statement

Committee Statement: The TC changed the text to address outside and wildland fires, along with an exterior survey for structure and vehicle fires. This proposed change adds language to be more inclusive of outside and wildland fires.

Response Message: FR-28-NFPA 1033-2025

[Public Input No. 11-NFPA 1033-2024 \[Section No. 4.2.2\(A\)\]](#)

[Public Input No. 8-NFPA 1033-2024 \[Section No. 4.2.2 \[Excluding any Sub-Sections\]\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 2-NFPA 1033-2025 [Section No. 4.2.4 [Excluding any Sub-Sections]]

Interpret and analyze fire patterns, given standard equipment and tools and some structural ~~or content remains~~ , ~~content, vegetation, or natural material remains~~ , so that each pattern is identified and analyzed with respect to the burning characteristics of the material involved, and the stage of fire development, the effects of ventilation within the context of the scene, the relationship with all patterns ~~observed~~ , ~~and the understanding of~~ the methods of heat transfer that led to the formation of the patterns ~~identified and analyzed~~ , and the sequence in which the patterns were produced is determined.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 16:44:32 EST 2025

Committee Statement

Committee Statement: The TC wanted to make it clear that outside and wildland fires are included in the standard. The TC identified that "understanding" is not a measurable action verb and reworded the JPR to conform with Pro-qual guidelines.

Response Message: FR-2-NFPA 1033-2025

[Public Input No. 9-NFPA 1033-2024 \[Section No. 4.2.4 \[Excluding any Sub-Sections\]\]](#)

[Public Input No. 4-NFPA 1033-2023 \[Section No. 4.2.4 \[Excluding any Sub-Sections\]\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.
It makes it clear that outside and wildland fires are included in the standard.
Smith, Nicholas James
N/A

**First Revision No. 11-NFPA 1033-2025 [Section No. 4.2.6(B)]****(B) Requisite Skills.**

Ability to employ search techniques that further the discovery of fire cause evidence and ignition sources, use search techniques that incorporate documentation, and collect and preserve evidence physical and digital evidence.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 09:49:49 EST 2025

Committee Statement

Committee Statement: The TC recognizes that fire investigators need to have the skill and tools to recognize digital evidence as well as being able to preserve it because digital evidence can be compelling, because Daubert requires consideration of all the evidence and because digital evidence is perishable and needs to be preserved quickly.

Response Message: FR-11-NFPA 1033-2025

Public Input No. 16-NFPA 1033-2024 [Section No. 4.2.6(B)]

Ballot Results

✔ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

fire investigators need to have the skill and tools to recognize digital evidence as well as being able to preserve it because digital evidence can be compelling, because Daubert requires consideration of all the evidence and because digital evidence is perishable and needs to be preserved quickly.

Smith, Nicholas James

N/A



First Revision No. 4-NFPA 1033-2025 [Section No. 4.2.8 [Excluding any Sub-Sections]]

Inspect and analyze the performance of building and utility systems, including fire protection, detection, and suppression systems, HVAC, electricity and electrical systems, fuel gas systems, and building compartmentation, given standard and special equipment and tools, so that a determination can be made as to the need for expert resources; an operating system's impact on fire growth and spread is considered in identifying origin areas; defeated and failed systems are identified; and the system's potential as a fire cause is recognized.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 17:18:39 EST 2025

Committee Statement

Committee Statement: The TC modified the section to be more inclusive to outside and wildland fires, while remaining applicable to structural and marine fires.

Response Message: FR-4-NFPA 1033-2025

Public Input No. 10-NFPA 1033-2024 [Section No. 4.2.8 [Excluding any Sub-Sections]]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

Making this change allows for more inclusive to outside and wildland fires, while remaining applicable to structural and marine fires.

Smith, Nicholas James

N/A



First Revision No. 3-NFPA 1033-2025 [Section No. 4.4.2(A)]

(A) Requisite Knowledge.

Types of evidence, authority requirements, and impact of removing evidentiary items on civil or criminal proceedings (exclusionary or fire-cause supportive evidence); types, capabilities, and limitations of standard and special tools used to locate evidence; types of laboratory tests available; packaging techniques and materials; ~~and impact tools, techniques, and procedures for preserving digital evidence; and the impact~~ of evidence collection on the investigation.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 17:10:47 EST 2025

Committee Statement

Committee Statement: The TC recognizes that collection of digital evidence is a different skill set than typical physical evidence and the fire investigator needs to have the knowledge to do so correctly.

Response Message: FR-3-NFPA 1033-2025

Public Input No. 18-NFPA 1033-2024 [Section No. 4.4.2(A)]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

collection of digital evidence is a different skill set than typical physical evidence and the fire investigator needs to have the knowledge to do so correctly

Smith, Nicholas James

N/A



First Revision No. 6-NFPA 1033-2025 [Section No. 4.7.1 [Excluding any Sub-Sections]]

Prepare a written report, given investigative findings, so that the report accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies the hypotheses formed and analyzed; clearly identifies and expresses the ~~investigator's opinions~~ investigator's opinions and conclusions; and contains the basis, evidence, and reasoning by which each opinion or conclusion was reached in order to meet the requirements of the intended audience(s).

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 18:18:36 EST 2025

Committee Statement

Committee Statement: The TC recognizes that a fire investigation report needs to present the hypotheses considered and ruled out or in to present a complete representation and documentation of the scientific method used by the fire investigator to arrive at a determination. Not listing and describing the hypotheses considered results in an incomplete report. The 2024 edition of NFPA 921 was changed to reflect this need as well.

Response Message: FR-6-NFPA 1033-2025

[Public Input No. 19-NFPA 1033-2024 \[Section No. 4.7.1 \[Excluding any Sub-Sections\]\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Dippolito, Kevin T.
This change will reflect the requirements of NFPA 921
Smith, Nicholas James
N/A



First Revision No. 27-NFPA 1033-2025 [Section No. 4.7.3]

4.7.3*

Testify during legal proceedings, given investigative findings, so that the testimony accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies and expresses the investigator's opinions and conclusions; and contains the reasoning by which each opinion or conclusion was reached.

A.4.7.3

For guidance on expressing opinions, including in testimony, see Sections 4.5 and 16.5 of NFPA 921 .

(A) Requisite Knowledge.

Types of investigative findings, types of legal proceedings, professional demeanor requirements, and an understanding of due process and legal proceedings.

(B) Requisite Skills.

Communication and listening skills and ability to differentiate facts from opinion and determine accepted procedures, practices, and etiquette during legal proceedings.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 16:39:09 EST 2025

Committee Statement

Committee Statement: The TC identified this explanatory material for proposed changes to s. 4.7.3 concerning testimony, which highlight changes in the 2024 ed. of NFPA 921.

Response Message: FR-27-NFPA 1033-2025

Public Input No. 49-NFPA 1033-2024 [New Section after A.4.7.1]

Ballot Results

✓ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.
laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 12-NFPA 1033-2025 [Section No. A.4.1.7]

A.4.1.7

Up-to-date information on these topics can be found in the current edition of NFPA 921, which is written on a basic level for competency in fire and explosion investigation and updated on a three-year cycle. As stated in NFPA 921, “The purpose of [the] document is to establish guidelines and recommendations for the safe and systematic investigation or analysis of fire and explosion incidents.” . . . “[The] document is designed to produce a systematic, working framework or outline by which effective fire and explosion investigation and origin and cause analysis can be accomplished.” NFPA 921 also states, “[It] is not intended as a comprehensive scientific or engineering text. Although many scientific and engineering concepts are presented within the text, the user is cautioned that ~~these concepts are presented at an elementary level and additional~~ additional scientific or technical sources resources, training, and education may often need to be utilized in an investigation.” . . . “The documents or portions thereof listed in this [document] are referenced within this guide.”

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 11:34:23 EST 2025

Committee Statement

Committee Statement: The revision brings the quote from NFPA 921, subsection 1.3.5 into line with the revised wording from the 2024 edition.

Response Message: FR-12-NFPA 1033-2025

[Public Input No. 38-NFPA 1033-2024 \[Section No. A.4.1.7\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

2 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Dippolito, Kevin T.

This revision brings the quote from NFPA 921, subsection 1.3.5 into line with the revised wording from the 2024 edition

Smith, Nicholas James

N/A

**First Revision No. 13-NFPA 1033-2025 [Section No. A.4.2]****A.4.2**

Documents and files reviewed when a scene is not otherwise available can include but not be limited to incident reports, notes, photographs, videos and other digital evidence including smart phones and motor vehicle data, diagrams and sketches, evidence, witness statements, test results, laboratory reports, and other information that would assist in the determination of the origin and cause.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 11:38:34 EST 2025

Committee Statement

Committee Statement: The TC identifies that the prevalence of video cameras, mobile smart phones and vehicle data systems and the importance of these digital evidence dictates the need to include digital evidence in this list.

Response Message: FR-13-NFPA 1033-2025

[Public Input No. 20-NFPA 1033-2024 \[Section No. A.4.2\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

26 Affirmative All

3 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Lentini, John J.

Delete the redundant words "but not be limited to" from this sentence. Documents and files reviewed when a scene is not otherwise available can include but not be limited to incident reports, "Can include" gives plenty of leeway. We are not writing a contract.

Palmer, Devin J.

The portion "including smart phones and motor vehicle data" should be removed. There are multiple other potential sources of information that are not specifically spelled out so the "other digital evidence" should suffice.

Smith, Nicholas James

N/A



First Revision No. 7-NFPA 1033-2025 [Section No. A.4.3.3]

A.4.3.3

For more information and sample forms for scene documentation, see [Figure A.16.3.2\(a\) through Figure A.16.3.2\(k\) of NFPA 921, Figure A.16.3.2\(a\) through Figure A.16.3.2\(k\)](#) . For sample forms for documentation of compartment fire modeling data, see [Figure A.16.3.2\(k\) of NFPA 921, Figure A.16.3.2\(k\)](#) .

For information on using process maps for coordinating and documenting the steps involved in a fire investigation, see the Organization of Scientific Area Committees' (OSAC's) "Fire Investigation Process Map (Current Practice)."

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 18:44:43 EST 2025

Committee Statement

Committee Statement: The technical committee determined there is value in referencing the OSAC process map. The article as submitted is beyond what the TC believes is necessary.
Response Message: FR-7-NFPA 1033-2025

[Public Input No. 44-NFPA 1033-2024 \[Section No. A.4.3.3\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 14-NFPA 1033-2025 [Section No. A.4.4.2]

A.4.4.2

Fire investigators should determine and identify in advance what authority and specific need each may have to seize and hold ~~item(s)~~ items considered to be evidence. Where such authority or need is lacking, items should not be seized.

For additional information regarding evidence collection methods, see ASTM E860, *Standard Practice for Examining and Preparing Items that Are or May Become Involved in Criminal or Civil Litigation*.

For additional information regarding evidence collection methods, see ASTM E1188, *Standard Practice for Collection and Preservation of Information and Physical Items by a Technical Investigator*.

For additional information regarding evidence labeling methods, see ASTM E1459, *Standard Practice for Physical Evidence Labeling and Related Documentation*.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 11:41:46 EST 2025

Committee Statement

Committee Statement: The TC recognizes that all fire investigators need to be aware of this ASTM as well as the others that are already referenced in this section.

Response Message: FR-14-NFPA 1033-2025

Public Input No. 31-NFPA 1033-2024 [Section No. A.4.4.2]

Ballot Results

✔ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 5-NFPA 1033-2025 [Section No. A.4.6.5]

A.4.6.5

For additional information regarding evaluation methods, see ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*.

[For instructions on formulating and expressing expert opinions, see Sections 4.5 and 16.5 of NFPA 921 .](#)

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 07 17:42:49 EST 2025

Committee Statement

Committee Statement: The TC recognizes that NFPA 921, 2024 ed. substantially revised s. 4.5 on Expert Opinions and s.16.5 Reports and Testimony, and the TC added this annex text as a reference.

Response Message: FR-5-NFPA 1033-2025

[Public Input No. 46-NFPA 1033-2024 \[Section No. A.4.6.5\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
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Dippolito, Kevin T.
Field, Dennis
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Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A

**First Revision No. 25-NFPA 1033-2025 [Section No. A.4.7.1]****A.4.7.1**

For additional information regarding the contents of a written report and evaluation methods, see ASTM E620, *Standard Practice for Reporting Opinions of Scientific or Technical Experts*, and ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*.

For guidance on expressing expert opinions, including in reports, see Sections 4.5 and 16.5 of NFPA 921 .

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 16:01:36 EST 2025

Committee Statement

Committee Statement: The TC recognizes that NFPA 921, 2024 ed., was significantly revised in dealing with reports, so this reference points the user of NFPA 1033 to this important new information.

Response Message: FR-25-NFPA 1033-2025

Public Input No. 47-NFPA 1033-2024 [Section No. A.4.7.1]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 31-NFPA 1033-2025 [Chapter B]

Annex B ~~Explanation of the Understanding~~ Professional Qualifications Standards and ~~Concepts of~~ Job Performance Requirements (JPRs)

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

B.1 Definitions.

Accrediting Body. A voluntary, nongovernmental association that administers accrediting procedures for entities that certify individuals to fire service professional qualifications standards, or programs granting degrees in nonengineering fire/emergency services-related fields. [1000, 2022]

Certifying Entity. An organization that is accredited to award certification to individuals. [1000, 2022]

Cognitive Assessment Methodology. Cognitive written (knowledge) assessment methodology is used to evaluate a candidate's subject matter knowledge using a written test in which the candidate is required to provide specific answers to specific questions related to the job performance requirement (JPR), requisite knowledge (RK), or requisite skill (RS), of the standard and level to which the candidate is seeking certification. These responses are then securely scored in relation to the answer that has been determined to be correct through the local validation process.

Document Review. A process by which records are evaluated by an accredited agency to ensure a candidate meets RK and RS prior to, or concurrent with, JPR evaluation. This process can be used in lieu of testing the RK or RS. The following can be utilized to fulfill RK and RS under a document review protocol: certifications (accredited or nonaccredited), proof of completion of training (course completion or training records), licenses (FAA, EMS, others), experience (life learning), or other (subject to stakeholder approval).

Educators. Individuals and/or groups that provide instruction in a higher educational environment. This includes vocational/technical schools, community colleges, and colleges/universities, for the purpose of providing courses that satisfy degree or certificate requirements.

Portfolio Verification. A process used to determine compliance with the JPRs or objectives of the appropriate standard/level by verifying documentation of the candidate's experience, training, and education. A list of acceptable documents or items for each JPR would be predetermined. Examples include coursework at an educational center, participation in a certain number of investigations, and testifying at court.

Publisher. An organization that produces and/or releases for distribution textbooks, curricula, test items, and so forth in multiple media formats for education and training purposes.

Process Assessment Methodology. Used to evaluate a candidate's ability to use mental activity to perform a cognitive skill. An evaluator cannot directly observe this mental process. The trained evaluator grades the student in real time, using identified scoring criteria such as a rubric that can facilitate interrater reliability by allowing the evaluator to differentiate consistently between different degrees of candidate performance. There could be more than one acceptable outcome.

Product Assessment Methodology. Used to evaluate a candidate's ability to perform a cognitive skill that cannot be directly observed but is evaluated on how an individual completes the task outcome. The student is given an assignment that requires the application of knowledge to yield a product. A trained evaluator scores this product after it is submitted. The product is graded using identified scoring criteria such as a rubric.

Psychomotor Assessment Methodology. Used to evaluate a candidate's ability to perform physical tasks in a real-time skills performance evaluation. Candidates are required to correctly perform the physical task/skill identified by the critical components of the JPR and are evaluated on their directly observed performance. Correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.

Requisite Knowledge and Requisite Skills (RK and RS). The necessary knowledge and skills the individual should have prior to or concurrently with being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Recertification. The process by which an individual maintains proficiency or certifies again, prior to the expiration of his/her certification. [1000, 2022]

Renewal. The process by which an individual certifies again, after the expiration of his/her certification. [1000, 2022]

Rubric. A scoring guide used to evaluate the quality of candidates' constructed responses listing as a minimum the criteria or characteristics that a candidate's performance should exhibit and describing specific quality levels for those criteria.

Trainer. Individuals or groups that provide instruction of knowledge and skills in a technical and/or vocational environment. This includes state fire training systems, county/regional training systems, and local fire department training units, for the purpose of providing basic and advanced level training.

B.2 ~~Explanation of the~~ Professional Qualifications Standards and the Concepts of Job Performance Requirements (JPRs) .

The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for ~~the fire~~ service emergency services personnel . Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

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

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

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

B.3 The Parts of a JPR.

B.3.2 Requisite Knowledge and Skills.

In addition to ~~these the~~ three components of a JPR, ~~a JPR describes there are~~ requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual ~~should~~ would have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.3.3 Examples.

With the components and requisites combined, a JPR might be similar to the two examples in B.3.3.1 and B.3.3.2.

B.3.3.1 Example: Firefighter I.

~~Perform overhaul at~~ Overhaul a fire scene, given PPE, an attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished. [1010: 6.3.13]

(A) Requisite Knowledge.

~~Knowledge of types~~ Types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, obvious signs of area of origin or signs of arson, and reasons for protection of fire scene. [1010: 6.3.13(A)]

(B) Requisite Skills.

The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment. [1010: 6.3.13(B)]

B.3.3.2 Example: Fire and Life Safety Educator II.

Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all ~~the~~ program needs. [1030: 10.2.1]

(A) Requisite Knowledge.

~~Knowledge of budgetary~~ Budgetary process; governmental accounting procedures; federal, ~~tribal,~~ state, and local laws; organizational bidding process; and organization purchase requests. [1030: 10.2.1(A)]

(B) Requisite Skills.

~~The ability to estimate~~ Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests. [1030: 10.2.1(B)]

B.4 Potential Uses of JPRs: The Use of JPRs by Primary Stakeholders.

B.4.1 Accrediting Bodies.

The accrediting body utilizes JPRs to establish the minimum criteria a certifying entity can utilize in the evaluation of certification candidates at a specific job level.

The accrediting body should also assure the certifying body assesses the JPRs in a manner consistent with the entity's approved methodologies and the requirements found in NFPA 1000.

B.4.2 Certification Entities .

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

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

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

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

This performance-based evaluation would utilize assessment methodologies such as cognitive, psychomotor, product, and process. Other assessment methodologies could be utilized if approved by the accrediting body.

Portfolio verification is not an assessment methodology and can be utilized to fulfill some or all JPRs.

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPRs in order to complete the task.

Table B.4.2 provides examples of how assessment methodologies can be utilized by a certifying body.

Table B.4.2 Assessment Methodology Sample Utilization

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Methodology is Likely... Method</u>
Knowledge/facts <i>Action verb examples:</i> identify, define, list, cite, state, choose, name	A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs <i>Examples:</i> multiple choice, sequencing, true/false, fill-in-the-blank	Responses are scored in relation to the answer that has been determined to be correct.	Cognitive
A manipulative skill in real time <i>Action verb examples:</i> climb, build, perform, raise, haul, don	A skills test to evaluate a candidate's ability to perform physical tasks in real time <i>Examples:</i> donning SCBA, raising ladders, tying rescue knots	The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.	Psychomotor (skills)
A cognitive skill that cannot be directly observed; the application of knowledge to yield a product <i>Action verb examples:</i> develop, create, write	A work product created by the candidate usually outside of the classroom setting <i>Examples:</i> creating a budget, report, proposal, lesson plan, incident action plan	Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission. Used to differentiate consistently between different degrees of candidate performance.	Product

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Methodology is Likely... Method</u>
A mental activity to perform a cognitive skill in real time that cannot be directly observed	Candidate performs the activity in the presence of the evaluator; the verbalization of mental thought <u>with the explanation of mental thought, as necessary.</u> "First, I..., then I..., " etc.	Scoring rubric with questions and expected verbal responses.	Process
<i>Action verb examples:</i> inspect, investigate	<i>Examples:</i> performing an inspection, conducting an investigation	Used to differentiate consistently between different degrees of candidate performance.	
Documentation of the candidate's experience, training, and education against all JPRs	A list of acceptable documents or items for each and every JPR	This portfolio is evaluated using criteria that have been identified by the agency.	Portfolio
<i>Action verb examples:</i> attend, participate, testify	<i>Examples:</i> coursework at training or college; participation in a certain number of investigations; testifying at court		

B.4.3 Curriculum Development and Training Design and Evaluation (Publishers, Trainers, and Educators) .

Publishers develop training materials for the fire and emergency service organizations including but not limited to certification test items and JPR correlation tables. They convert JPRs into instructional objectives and develop content to meet the intent of the standard and the training needs of the intended audience. Requisite knowledge and skills are converted into terminal and enabling objectives that define the material's content.

The publisher's goal is to best meet the training needs by publishing materials that meet the intent of the applicable standard. Subject matter experts (authors) use the objectives developed from the JPR as a roadmap to develop content. Review and validation of the material ensures the appropriate objectives to support those developed by training entities. Textbook content includes best practices within the fire and emergency services and the most up-to-date technology.

The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These statements ~~should~~ would be converted into instructional objectives with behaviors, conditions, and the degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are used to identify what students ~~should~~ would do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors would be able to clarify performance expectations and avoid confusion caused by ~~the use of~~ using statements designed for purposes other than teaching. Instructors would also be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

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

B.4.3.1 Example: Converting a Firefighter I JPR into an Instructional Objective.

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

JPR: ~~Perform overhaul at~~ Overhaul a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Instructional Objective (Cognitive): ~~The Firefighter I will identify~~ Identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

Instructional Objective (Psychomotor): ~~The Firefighter I will demonstrate~~ Demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

B.4.3.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective.

~~This~~ These instructional ~~objectives is just one~~ objectives are two of several instructional objectives that ~~could~~ would be written to support the terminal objective based on the JPR.

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

Instructional Objective (Cognitive): ~~The Fire and Life Safety Educator II will list~~ List and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

Instructional Objective (Psychomotor Process): ~~The Fire and Life Safety Educator II will lead~~ Lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

B.5 Other Uses of for JPRs.

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

These areas might include the following:

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

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- B.6.1** References for Extracts.
- NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems* , 2022 edition.
- NFPA 1010, *Standard on Professional Qualifications for Firefighters* , 2024 edition.
- NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions* , 2024 edition.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
JPR_ANNEX_B_Document-_November_2024.docx		
Pro_Qual_Annex_B_revised_January_2025_A26_.docx	for prod use	

Submitter Information Verification

Committee: PQU-FIV
Submittal Date: Fri Jan 17 21:22:33 EST 2025

Committee Statement

Committee Statement: Update with the Approved Correlating Committee version date November 2024.
Response Message: FR-31-NFPA 1033-2025

Ballot Results

✔ This item has passed ballot

- 34 Eligible Voters
- 5 Not Returned
- 28 Affirmative All
 - 1 Affirmative with Comments
 - 0 Negative with Comments
 - 0 Abstention

Not Returned
Connolly, Joseph S.
laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All
Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.

Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 29-NFPA 1033-2025 [Section No. C.1]

C.1 Fire Investigators.

The matrices shown in Table C.1 are included to provide the user of the standard with an overview of the JPRs for fire investigators and the progression of the various levels found in the document. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

Table C.1 Fire Investigator

Fire Investigator	
4.2 Scene Examination.	
Duties shall include inspecting, evaluating, and analyzing the fire scene or evidence of the scene, and conducting a comprehensive review of documentation generated during the examination(s) of the scene if the scene is no longer available, so as to determine the area or point of origin, source of ignition, material(s) ignited, and action or activity that brought the ignition source and materials together and to assess the subsequent progression, extinguishment, and containment of the fire.	
4.2.1	<u>Secure the fire ground, given marking devices, sufficient personnel, and special tools and equipment, so that unauthorized persons can recognize the perimeters of the investigative scene and are kept from restricted areas and all evidence or potential evidence is protected from damage or destruction.</u>
4.2.2	Conduct an exterior <u>or perimeter</u> survey, given standard equipment and tools, so that evidence is identified and preserved, fire damage is interpreted and analyzed, hazards are identified to avoid injuries, accessibility to the property <u>or area</u> is determined, and all potential means of ingress and egress are discovered.
4.2.3	Conduct an interior survey, given standard equipment and tools, so that areas of potential evidentiary value requiring further examination are identified and preserved, the evidentiary value of contents is determined, and hazards are identified in order to avoid injuries.
4.2.4	Interpret and analyze fire patterns, given standard equipment and tools and some structural or content, <u>vegetation, or natural material</u> remains, so that each pattern is identified and analyzed with respect to the burning characteristics of the material involved, <u>and</u> the stage of fire development, the effects of ventilation within the context of the scene, the relationship with all patterns observed , <u>and the understanding of the methods of heat transfer that led to the formation of the patterns identified and analyzed</u> , and the sequence in which the patterns were produced is determined.
4.2.5	Interpret and analyze fire patterns, given standard equipment and tools and some structural or content remains, so that fire development, fire spread, and the sequence in which fire patterns were developed (i.e., sequential pattern analysis) are determined; methods and effects of suppression are analyzed; fire patterns and effects indicating a hypothetical area or areas of origin are recognized and tested; false or refuted hypothetical areas of origin are eliminated; and all fire patterns are tested against the data, such that the area(s) of origin is correctly identified.
4.2.6	Examine and remove fire debris, given standard or, if necessary, special equipment and tools, so that fire patterns and fire effects concealed by debris are discovered and analyzed; all debris within the potential area(s) of origin is checked for fire cause evidence; potential ignition source(s) is identified; and evidence is preserved without investigator-inflicted damage or contamination.
4.2.7	Reconstruct potential area(s) of origin, given standard and, if needed, special equipment and tools as well as sufficient personnel, so that all protected areas and fire patterns are identified and correlated to contents or structural remains; and items potentially critical to cause determination are returned to their prefire location as a means of hypothesis testing, such that the area(s) or point(s) of origin is discovered.
4.2.8	Inspect and analyze the performance of building <u>and utility</u> systems, including fire protection, detection, and suppression systems, HVAC, electricity and electrical systems, fuel gas systems, and building compartmentation, given standard and special equipment and tools, so that a determination can be made as to the need for expert resources; an operating system's impact on fire growth and spread is considered in identifying origin areas; defeated and failed systems are identified; and the system's potential as a fire cause is recognized.

Fire Investigator

- 4.2.9** Discriminate the effects of explosions from other types of damage, given standard equipment and tools, so that an explosion is identified and its evidence is preserved.

4.3 Documenting the Scene.

Duties shall include diagramming the scene, photographing, and taking field notes to be used to document scene findings, or to prepare a written report.

- 4.3.1** Diagram the scene, given standard tools and equipment, so that the scene is accurately represented and evidence, pertinent contents, significant patterns, and area(s) or point(s) of origin are identified.
- 4.3.2** Photographically document the scene, given standard tools and equipment, so that the scene is accurately depicted and the photographs support scene findings.
- 4.3.3** Construct investigative notes, given a fire scene, available documents (e.g., prefire plans and inspection reports), and interview information, so that the notes are accurate, provide further documentation of the scene, and represent complete documentation of the scene findings.

4.4 Evidence Collection/Preservation.

Duties shall include using proper physical and legal procedures to identify, document, collect, and preserve evidence required within the investigation.

- 4.4.1** Utilize proper procedures for managing victims and fatalities, given a protocol and appropriate personnel, so that all evidence is discovered and preserved and the protocol procedures are followed.
- 4.4.2** Locate, document, collect, label, package, and store evidence, given standard or special tools and equipment and evidence collection materials, so that evidence is properly identified, preserved, collected, packaged, and stored for use in testing, legal, or other proceedings and examinations; ensuring cross-contamination and investigator-inflicted damage to evidentiary items are avoided; and the chain of custody is established.
- 4.4.3** Select evidence for analysis, given all information from the investigation, so that items for analysis support specific investigation needs.
- 4.4.4** Maintain a chain of custody, given standard investigative tools, marking tools, and evidence tags or logs, so that written documentation exists for each piece of evidence and evidence is secured.
- 4.4.5** Dispose of evidence, given jurisdictional or agency regulations and file information, so that the disposal is timely, safely conducted, and in compliance with jurisdictional or agency requirements.

4.5 Interview.

Duties shall include obtaining information regarding the overall fire investigation from others through verbal communication.

- 4.5.1** Develop an interview plan, given no special tools or equipment, so that the plan reflects a strategy to further determine the fire cause and affix responsibility and includes a relevant questioning strategy for each individual to be interviewed that promotes the efficient use of the investigator's time.
- 4.5.2** Conduct interviews, given incident information, so that pertinent information is obtained, follow-up questions are asked, responses to all questions are elicited, and the response to each question is documented accurately.
- 4.5.3** Evaluate interview information, given interview transcripts or notes and incident data, so that all interview data is individually analyzed and correlated with all other interviews, corroborative and conflictive information is documented, and new leads are developed.

4.6 Post-Incident Investigation.

Duties shall include the investigation of all factors beyond the fire scene at the time of the origin and cause determination.

Fire Investigator

4.6.1	Gather reports and records, given no special tools, equipment, or materials, so that all gathered documents are applicable to the investigation, complete, and authentic; the chain of custody is maintained; and the material is admissible in a legal proceeding.
4.6.2	Evaluate the investigative file, given all available file information, so that areas for further investigation are identified, the relationship between gathered documents and information is interpreted, and corroborative evidence and information discrepancies are discovered.
4.6.3	Coordinate expert resources, given the investigative file, reports, and documents, so that the expert's competencies are matched to the specific investigation needs, financial expenditures are justified, and utilization clearly furthers the investigative goals of determining cause or affixing responsibility.
4.6.4	Establish evidence as to motive and/or opportunity, given an incendiary fire, so that the evidence is supported by documentation and meets the evidentiary requirements of the jurisdiction.
4.6.5	Formulate an opinion concerning origin, cause, or responsibility for the fire, given all investigative findings, so that the opinion regarding origin, cause, or responsibility for a fire is supported by the data, facts, records, reports, documents, scientific references, and evidence.

4.7 Presentations.

Duties shall include the presentation of findings to those individuals not involved in the actual investigations.

4.7.1	Prepare a written report, given investigative findings, so that the report accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies the hypotheses formed and analyzed; clearly identifies and expresses the investigator's opinions and conclusions; and contains the <u>basis, evidence, and</u> reasoning by which each opinion or conclusion was reached in order to meet the requirements of the intended audience(s).
4.7.2	Express investigative findings verbally, given investigative findings, notes, a time allotment, and a specific audience, so that the information is accurate, the presentation is completed within the allotted time, and the presentation includes only need-to-know information for the intended audience.
4.7.3	Testify during legal proceedings, given investigative findings, so that the testimony accurately reflects the facts, data, and scientific principles on which the investigator relied; clearly identifies and expresses the investigator's opinions and conclusions; and contains the reasoning by which each opinion or conclusion was reached.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Fri Jan 10 14:40:58 EST 2025

Committee Statement

Committee Statement: Technical committee updated to match proposed changes in chapter 4.

Response Message: FR-29-NFPA 1033-2025

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned
28 Affirmative All
1 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Connolly, Joseph S.
laeger, Todd M.
Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 16-NFPA 1033-2025 [Section No. D.1.1.1]

D.1.1.1

Information regarding the subjects in D.1.1 is summarized in the appropriate chapters of NFPA 921 as follows:

- (1) *Fire chemistry* — Chapter 5 of NFPA 921, ~~Chapter 5, Basic Fire Science~~
- (2) *Fire dynamics* — Chapters 5, 6, and 21 of NFPA 921, ~~Chapter 5, Basic Fire Science; Chapter 6, Fire Patterns; and Chapter 22, Failure Analysis and Analytical Tools~~
- (3) *Explosion dynamics* — Chapter 22 of NFPA 921, ~~Chapter 23, Explosions~~

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 12:50:24 EST 2025

Committee Statement

Committee Statement: The TC identified revisions to correlate with the 2024 edition of NFPA 921.

Response Message: FR-16-NFPA 1033-2025

[Public Input No. 21-NFPA 1033-2024 \[Section No. D.1.1.1\]](#)

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 17-NFPA 1033-2025 [Section No. D.1.2.1]

D.1.2.1

Information regarding the subjects in D.1.2 is summarized in the following resources:

- (1) *Fire investigation methodology* — Chapters 4, 12, 18, and 19 of NFPA 921, Chapter 4, Basic Methodology; Chapter 12, Legal Considerations; Chapter 18, Origin Determination; and Chapter 19, Fire Cause Determination.
- (2) *Evidence* — Chapters 12, 16, and 17 of NFPA 921, Chapter 12, Legal Considerations; Chapter 16, Documentation of the Investigation; and Chapter 17, Physical Evidence. (see ASTM Standards E860, ASTM E1188, ASTM E1459, and ASTM E1492 define for requirements for on evidence topics).
- (3) *Failure analysis and analytical tools* — Chapter 21 of NFPA 921, Chapter 22, Failure Analysis and Analytical Tools.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 12:52:23 EST 2025

Committee Statement

Committee Statement: The TC revised to correlate with the 2024 edition of NFPA 921.

Response Message: FR-17-NFPA 1033-2025

Public Input No. 22-NFPA 1033-2024 [Section No. D.1.2.1]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 19-NFPA 1033-2025 [Section No. D.1.3 [Excluding any Sub-Sections]]

The term *fire scene safety* as used in this standard refers to a group of interrelated subjects listed in D.1.3(1) through D.1.3(3).

(1) *Hazard recognition, evaluation, and mitigation, as follows :*

- (a) How to conduct a site safety assessment
- (b) Recognition and evaluation of hazards (structural, mechanical, electrical, chemical, biological, confined space, and physical)
- (c) ~~The procedures~~ Procedures to mitigate hazards
- (d) Lockout/tagout
- (e) Recognition of incident command system (ICS)
- (f) Assignment of a safety officer
- (g) Selection, donning and doffing, and maintenance of PPE
- (h) Proper decontamination

(2) *Hazardous materials, as follows :*

- (a) How to evaluate safety data sheets (SDS)
- (b) How to select proper PPE, given the hazardous material identified
- (c) ~~The level~~ Level of training required to operate in a hazardous environment
- (d) Decontamination procedures
- (e) Placard systems *[For NFPA and globally harmonized systems (GHS), see NFPA 704.]*
- (f) Collection, transportation (DOT), storage, and disposal of hazardous evidence
- (g) EPA and other jurisdictional regulations related to disposal

(3) *Safety regulations, as follows :*

- (a) Jurisdictional safety requirements
- (b) Transportation of hazardous evidence
- (c) Jurisdictional environmental regulations

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 12:59:13 EST 2025

Committee Statement

Committee Statement: The TC added "scene" to correlate to the title of the section.

Response Message: FR-19-NFPA 1033-2025

Ballot Results

✔ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 18-NFPA 1033-2025 [Section No. D.1.3.1]

D.1.3.1

Information regarding the subjects in D.1.3 can be found in the following resources:

- (1) *Hazard recognition* — Chapter 13 of NFPA 921, ~~Chapter 13, Safety~~ :
- (2) *Hazardous materials* — Chapter 13 of NFPA 921, ~~Chapter 13, Safety~~ : (NFPA 400 contains requirements regarding hazardous materials. Operating around hazardous material is often covered by state and federal laws, which must be understood by investigators working in different jurisdictions. Knowledge and skills in this area are taught in professional training courses and seminars provided by a variety of sources.)
- (3) *Safety ~~regulations~~ procedures* — Chapter 13 of NFPA 921, ~~Chapter 13, Safety~~ ; 29 CFR 1910; and 29 CFR 1926: (This information is taught in professional training courses and seminars provided by a variety of sources.)

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 12:55:28 EST 2025

Committee Statement

Committee Statement: The TC revised to correlate with the 2024 edition of NFPA 921. Additionally recognized the change from regulations to procedures.

Response Message: FR-18-NFPA 1033-2025

Public Input No. 23-NFPA 1033-2024 [Section No. D.1.3.1]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 26-NFPA 1033-2025 [Section No. D.1.4]

D.1.4 Building and Utility Systems.

The term *building and utility systems* as used in this standard refers to a group of interrelated subjects listed in D.1.4(1) through D.1.4(4):

(1) *Types of construction, as follows :*

- (a) Recognizing different classifications of building construction
- (b) How ~~the~~ features of the building will influence fire growth and spread

(2) *Fire protection systems, as follows :*

- (a) Passive and active fire protection and how they influence fire dynamics
- (b) ~~How~~ Ability to recognize and collect ~~the~~ data available from fire protection systems
- (c) ~~How~~ Ability to avoid spoliation in examining and documenting the systems and prevent the loss of volatile data
- (d) ~~The differences~~ Differences between initiating and notification devices
- (e) Smoke management systems
- (f) ~~How~~ Ability to document ~~the~~ systems and their activation
- (g) ~~How~~ Ability to identify when ~~such~~ systems perform or fail to perform their intended functions
- (h) In cases of failures, knowledge of what steps to take to understand the cause of the failure or reach out to a subject matter expert
- (i) ~~Note: Examination~~ Recognize whether examination, analysis, and documentation of fire protection systems ~~could~~ requires the assistance of a fire protection professional:

(3) *Electricity and electrical systems, as follows :*

- (a) Function and components of electrical transmission and distribution systems
- (b) ~~The design~~ Design, function, and components of residential electrical systems
- (c) ~~How~~ Ability to determine whether the electrical system was energized at the time of the fire
- (d) ~~How~~ Ability to determine whether the electrical system played a part in the initiation or spread of a fire, which includes the ability to distinguish electrical damage from environmental damage
- (e) ~~The ability~~ Ability to decide when it is necessary to call in someone with more advanced electrical knowledge
- (f) ~~How~~ Ability to conduct and interpret an arc survey
- (g) ~~How~~ Ability to describe and identify how electrical energy can cause heating, which can be the ignition source of the fire (e.g., high-resistance heating, arcing through char, ~~and~~ overloading)

(4) *Fuel gas systems, as follows :*

- (a) ~~The design~~ Design and components of a gas system
- (b) ~~The differences~~ Differences between propane gas and natural gas
- (c) ~~How~~ Ability to document the gas source and its distribution to the appliances
- (d) ~~How~~ Ability to document the combustion air supply and flue gas exhaust
- (e) ~~The operation~~ Operation of residential gas appliances
- (f) ~~The distribution~~ Distribution system of gas to the structure
- (g) ~~How~~ Ability to determine the source of the fugitive fuel gas

D.1.4.1

Information regarding the subjects in D.1.4 can be found in the following resources:

- (1) *Types of construction* — NFPA 921 and NFPA 220-
- (2) *Fire protection systems* — Chapter 8 of NFPA 921, ~~Chapter 8, Active Fire Protection Systems~~.
- (3) *Electricity and electrical systems* — Chapters 9 and 18 of NFPA 921, ~~Chapter 9, Electricity and Fire, and Chapter 18, Origin and Determination~~. (This information is taught in community college courses and in electrician apprenticeships.)

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 16:04:12 EST 2025

Committee Statement

Committee Statement: The TC made these changes to be consistent with adding “utility” in the main body of the document. Additionally, the TC recognizes that a fire investigator should have an understanding of electrical transmission and distribution systems which maybe important relative to wildland investigations.

Response Message: FR-26-NFPA 1033-2025

Public Input No. 30-NFPA 1033-2024 [Section No. D.1.4]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

27 Affirmative All

0 Affirmative with Comments

2 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?

Negative with Comment

Smith, Nicholas James

NFPA 921 does not cover large electrical transmission and distribution systems. Chapter 9 of NFPA 921, that deals with the electrical systems, is designed for the investigation of structures and not wildland fires. The additions of this in NFPA 1033 leaves the investigator with the burden of having to gain requisite knowledge of the design, transmission and distribution of electricity from the power station to the structure. This includes components of transmission lines and substations. This needs to be addressed in NFPA 921 prior to NFPA 1033.

Young, Steve

NFPA 921 does not cover large electrical transmission and distribution systems. Chapter 9 of NFPA 921, that deals with electrical systems, is designed for the investigation of structures and not wildland fires. The addition of this in NFPA 1033 leaves the investigator with the burden of having to gain requisite knowledge of the design, transmission and distribution of electricity from the power station to the structure. This includes components of transmission lines and substations. Prior to the inclusion of this in NFPA 1033, this should be addressed in Chapter 9 or Chapter 27 of NFPA 921.



First Revision No. 20-NFPA 1033-2025 [Section No. E.1.1]

E.1.1 NFPA Publications.

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

NFPA 220, *Standard on Types of Building Construction*, ~~2024~~ 2027 edition.

NFPA 400, *Hazardous Materials Code*, ~~2022~~ 2025 edition.

NFPA 470, *Hazardous Materials/Weapons of Mass Destruction (WMD) Standard Standards for Responders*, ~~2022~~ 2027 edition.

NFPA 704, *Standard System for the Identification of the Hazards of Materials for Emergency Response*, ~~2022~~ 2027 edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, ~~2024~~ 2024 edition.

~~NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2019 edition.~~

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

~~NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024 edition.~~

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

~~NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.~~

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 13:23:10 EST 2025

Committee Statement

Committee Statement: Revised to update to edition of NFPA documents identified in explanatory text.

Response Message: FR-20-NFPA 1033-2025

Public Input No. 24-NFPA 1033-2024 [Section No. E.1.1]

Ballot Results

✓ This item has passed ballot

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A





First Revision No. 21-NFPA 1033-2025 [Section No. E.1.2.1]

E.1.2.1 ASTM Publications.

ASTM International, 100 Barr Harbor Drive, P.O. Box C700, West Conshohocken, PA 19428-2959.

ASTM E620, *Standard Practice for Reporting Opinions of Scientific or Technical Experts*, 2018.

ASTM E678, *Standard Practice for Evaluation of Scientific or Technical Data*, 2013 (withdrawn 2022) .

ASTM E860, *Standard Practice for Examining and Preparing Items That Are or May Become Involved in Criminal or Civil Litigation*, 2013 e2 2022 .

ASTM E1188, *Standard Practice for Collection and Preservation of Information and Physical Items by a Technical Investigator*, 2015 2023 .

ASTM E1459, *Standard Guide Practice for Physical Evidence Labeling and Related Documentation*, 2013 2024 .

ASTM E1492, *Standard Practice for Receiving, Documenting, Storing, and Retrieving Evidence in a Forensic Science Laboratory*, 2011, reapproved { 2017} .

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Wed Jan 08 13:27:05 EST 2025

Committee Statement

Committee Statement: Updating citations for ASTM documents to their most current edition.

Response Message: FR-21-NFPA 1033-2025

Public Input No. 39-NFPA 1033-2024 [Section No. E.1.2.1]

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd
Kernan, John C.
Kistner, Kelly

Affirmative All

Cales, Adrian J.
Campolo, Steve
Clinkinbeard, Karrie J.
Dippolito, Kevin T.
Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A

**First Revision No. 30-NFPA 1033-2025 [Section No. E.1.2.2]****E.1.2.2** IAAI Publications.

International Association of Arson Investigators, ~~16901 Melford Boulevard, Suite 101~~
~~Bowie~~ 2331 Rock Spring Road, Forest Hill , MD ~~20715~~ 21050 .

Fire Investigator Health and Safety Best Practices, ~~May 4, 2020~~ 3rd edition, April 13, 2022 .

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Tue Jan 14 08:40:48 EST 2025

Committee Statement

Committee Statement: The TC identified the Fire Investigator Health and Safety Best Practices was revised in 2022.

Response Message: FR-30-NFPA 1033-2025

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis
Gorbett, Gregory E.
Hartle, Karl
Heenan, Daniel P.
High, John A.
Hoffman, Michael
Krupp, Roger A.
Lentini, John J.
Lewis, Kevin
McKenna, Wayne J.
Meek, Gord Rodger
Miller, David W.
Morris, Richard E.
Naylis, Gerard J.
Oliver, Kevin
Palmer, Devin J.
Peterman, Brian
Petersen, Karen A.
Poore, Jason
Shanley, Jr., James H.
Sklar, Stuart A.
Smith, Dennis W.
Watson, Charles ?Randy?
Young, Steve

Affirmative with Comment

Smith, Nicholas James
N/A



First Revision No. 32-NFPA 1033-2025 [Section No. E.1.2.4]

E.1.2.4 Other Publications.

Annett, J., and N. E. Stanton, *Task Analysis*. London and New York: Taylor and Francis, 2000.

~~Brannick, M. T., and E. L. Levine, *Job Analysis: Methods, Research, and Applications for Human Resource Management in the New Millennium*. Thousand Oaks, CA: Sage Publications, 2002.~~

Dubois, D. D., *Competency-Based Performance Improvement: A Strategy for Organizational Change*. Amherst, MA: HRD Press, ~~1999~~ 1993.

Fine, S. A., and S. F. Cronshaw, *Functional Job Analysis: A Foundation for Human Resources Management* (Applied Psychology Series). Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

"Fire Investigation Process Map (Current Practice)," *Organization of Scientific Area Committees (OSAC), National Institute of Standards and Technology (NIST)*, March 2023.

Fire Protection Research Foundation, NFPA, *Fire and Emergency Service Personnel Knowledge and Skills Proficiency*, 2019.

Gupta, K., C. M. Sleezer (editor), and D. F. Russ-Eft (editor), *A Practical Guide to Needs Assessment*, 3rd edition. San Francisco: ~~Jossey-Bass~~ Pfeiffer, ~~2007~~ 2014.

Hartley, D. E., *Job Analysis at the Speed of Reality*. Amherst, MA: HRD Press, ~~1999~~ 2014.

Hodell, C., *ISD from the Ground Up: A No-Nonsense Approach to Instructional Design*, 3rd edition. Alexandria, VA: American Society for Training & Development, 2011.

Jonassen, D. H., M. Tessmer, and W. H. Hannum, *Task Analysis Methods for Instructional Design*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

McArdle, G., *Conducting a Needs Analysis (Fifty-Minute Book)*. Boston: Crisp Learning, 1998.

McCain, D. V., *Creating Training Courses (When You're Not a Trainer)*. Alexandria, VA: American Society for Training & Development, 1999.

Munday, J. W., *Safety at Scenes of Fire and Related Incidents*. London: Fire Protection Association, 1994.

~~Phillips, J. J., *In Action: Performance Analysis and Consulting*. Alexandria, VA: American Society for Training & Development, 2000.~~

Morgeson, F. P., M. T. Brannick, and E. L. Levine, *Job and Work Analysis: Methods, Research, and Applications for Human Resource Management*, 3rd edition. Thousand Oaks, CA: Sage Publications, 2019.

~~Phillips, J. J., and E. F. Holton III, *In Action: Conducting Needs Assessment Performance Analysis and Consulting*. Alexandria, VA: American Society for Training & Development, 1995~~ 2000.

Robinson, D. G., and J. C. Robinson (Eds.), *Moving from Training to Performance: A Practical Guidebook*. Alexandria, VA: American Society for Training & Development; San Francisco: Berrett-Koehler, 1998.

Schippmann, J. S., *Strategic Job Modeling: Working at the Core of Integrated Human Resources*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

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

Zemke, R., and T. Kramlinger, *Figuring Things Out: A Trainer's Guide to Needs and Task Analysis*. New York: Perseus Books, ~~1993~~ 1982.

Submitter Information Verification

Committee: PQU-FIV

Submittal Date: Fri Jan 17 21:35:08 EST 2025

Committee Statement

Committee Statement: References updated to Annex B revisions.

Response Message: FR-32-NFPA 1033-2025

Ballot Results

✓ **This item has passed ballot**

34 Eligible Voters

5 Not Returned

28 Affirmative All

1 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Connolly, Joseph S.

laeger, Todd M.

Kerkhoff, Todd

Kernan, John C.

Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



First Revision No. 33-NFPA 1033-2025 [Section No. E.3]

E.3 References for Extracts in Informational Sections. ~~(Reserved)~~
NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems* , 2022 edition.
NFPA 1010, *Standard on Professional Qualifications for Firefighters* , 2024 edition.
NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions* , 2024 edition.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1033_E.3_edits.docx	for prod use	

Submitter Information Verification

Committee: PQU-FIV
Submittal Date: Thu Feb 06 20:17:58 EST 2025

Committee Statement

Committee Statement: Recognizes extracted NFPA Standards in Annex B
Response Message: FR-33-NFPA 1033-2025

Ballot Results

✔ This item has passed ballot

- 34 Eligible Voters
- 5 Not Returned
- 28 Affirmative All
- 1 Affirmative with Comments
- 0 Negative with Comments
- 0 Abstention

Not Returned

- Connolly, Joseph S.
- laeger, Todd M.
- Kerkhoff, Todd
- Kernan, John C.
- Kistner, Kelly

Affirmative All

Cales, Adrian J.

Campolo, Steve

Clinkinbeard, Karrie J.

Dippolito, Kevin T.

Field, Dennis

Gorbett, Gregory E.

Hartle, Karl

Heenan, Daniel P.

High, John A.

Hoffman, Michael

Krupp, Roger A.

Lentini, John J.

Lewis, Kevin

McKenna, Wayne J.

Meek, Gord Rodger

Miller, David W.

Morris, Richard E.

Naylis, Gerard J.

Oliver, Kevin

Palmer, Devin J.

Peterman, Brian

Petersen, Karen A.

Poore, Jason

Shanley, Jr., James H.

Sklar, Stuart A.

Smith, Dennis W.

Watson, Charles ?Randy?

Young, Steve

Affirmative with Comment

Smith, Nicholas James

N/A



Public Input No. 102-NFPA 1225-2024 [Global Input]

Throughout the document, replace "communications system" and "communications center" with "emergency services communications systems" and "emergency services communications center".

Statement of Problem and Substantiation for Public Input

In the last update to 1225 we defined "emergency services communications systems" to better differentiate for the very generic term "communications systems" which is very broad and more encompassing than our scope. We should now replace "communications system(s)" in the body with "emergency services communications system(s)".

Likewise the term "communications center" is used frequently throughout the document, when a more precise term consistent with the title and scope would be "emergency services communications center." This should be changed throughout the document. The definition of "communications center" is suitable as written and need not be changed.

These edits would help differentiate the services and locations within the scope from non-emergency communications services (PSTN, fax, texting, voice calls, skype, MS Teams, Whatsapp, Facetime...) and non-emergency communications centers such as telecom central offices, wire centers, telecom data centers, mobile telephone switching offices, cell sites, etc.

Submitter Information Verification

Submitter Full Name: Richard Kluge
Organization: NEBScore Inc.
Affiliation: ATIS
Street Address:
City:
State:
Zip:
Submittal Date: Fri Sep 06 16:13:40 EDT 2024
Committee: PQU-PST

Committee Statement

Resolution: The document adequately describes that its scope is for emergency communication centers and systems. The change does not add any additional clarity to the term or the implementation of this standard.



Public Input No. 105-NFPA 1225-2024 [Global Input]

Throughout the document, replace communications system and communications center with emergency services communications systems and emergency services communications center.

Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
Held_PC_35.pdf	NFPA 1225, Held Public Comment No. 35	

Statement of Problem and Substantiation for Public Input

NOTE: This Public Input appeared as "Reject but Held" Public Comment No. 35 of the Custom A2021 Cycle Second Draft Report for NFPA 1225 and per the Regs. at 4.4.8.3.1 and needs to be reconsidered by the TC for the next edition of the document.

Substantiation:

In many places throughout the document we use the term "communications system."

"Communications system" is a defined term in NFPA 1225 as "a combination of devices, networks, applications, computers and services." This definition is EXTREMELY broad. It would be more useful to define "emergency services communications system," as is used in the title and in the scope of the document, and use it consistently to preclude any mistake to apply requirements intended for "emergency services communications systems" to "communications systems" in general.

Likewise the term "communications center" is used frequently throughout the document, when a more precise term consistent with the title and scope would be "emergency service communications center." This should be changed throughout the document. The definition of "communications center" is suitable as written.

Submitter Information Verification

Submitter Full Name: NFPA Holds

Organization: Holds

Street Address:

City:

State:

Zip:

Submittal Date: Mon Sep 09 10:31:00 EDT 2024

Committee: PQU-PST

Committee Statement

Resolution: The document adequately describes that its scope is for emergency communication centers and systems. The change does not add any additional clarity to the term or the implementation of this standard.



Public Input No. 12-NFPA 1225-2024 [New Section after 1.1]

Issue : Currently there is no comprehensive or authoritative standard for emergency response data collection, analysis, and reporting (Roman, 2023). Emergency services delivery time objectives are distributed across multiple standards, not comprehensive, and do not represent the full emergency response timeline and the factors impacting it in a complete and coherent manner.

Goal : Establish a comprehensive, unified, and authoritative standard for the collection, management, maintenance, distribution, analysis, and reporting of emergency event data.

Purpose/Scope : Provide for the standardized and comprehensive management of all emergency response data to inform community risk assessment and all-hazards emergency services performance. To recognize that the Emergency Communications Center is central to all emergency reporting and dispatching functions and is the common point through which all emergency information flows. While data may not in all cases be controlled by the functions of the ECC, the ECC is in the unique position to ensure that systems, equipment, processes, and personnel are effectively aligned to accurately and effectively capture the most accurate data for all stakeholders. This standard emphasizes the large administrative role that ECCs have in supporting emergency services, law enforcement, public safety, and other essential community services.

Objectives :

- Establish Clear Roles, Responsibilities, Accountability and Authority
- Leverage Existing Emergency Response Organization Relationships
- Standardize Data Collection, Analysis, and Reporting Methods
- Enable Data Aggregation at Local, Regional, State, and Federal Levels.
- Leverage Existing Skillsets in Technology Utilization and Quality Management
- Engage Broader Emergency Management Scope (Planning, Preparedness)
- Recognize and Engage all Community, Public, and Private Sector Stakeholders
- Leverage ECC Core Data Collecting and Management Capabilities
- Increase Consistency, Improve Data Credibility, and Reduce Duplication of Effort.
- Creates Trusted and Reliable Data for Prioritizing Risk Mitigation

Recommendation : Clarify/expand the scope of NFPA-1225 to include comprehensive data management authority, accountability, roles, and responsibilities. Expand or develop a new chapter within NFPA-1225 as the authoritative standard for all-hazards emergency response data management.

- Engage with The U.S. Fire Administration (USFA) on the development of National Emergency Response Information System (NERIS).
- Engage with The Monitoring Association (TMA) to align with Central and Proprietary Alarm Station automatic alarm process and data transfer like Secure Alarm Protocol (ASAP/PSAP).
- Engage Federal Emergency Management Agency (FEMA) Community on application to Community Threat and Hazard Identification and Risk Assessment (THIRA) (FEMA, 2018).
- Engage CAD/DSS/E911/Alarm Monitoring Manufacturers on Development of Standardized and Integrated Data Collection

Ref: FEMA. (2018). THIRA. Stakeholder Preparedness Review (SPR) Guide
Comprehensive Preparedness Guide (CPG) 201. FEMA.
Roman, J. (2023). Please Hold. NFPA Journal. National Fire Protection
Association.

Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
NFPA-1221_Data-Records_Proposal_03-13-2024.docx		

Statement of Problem and Substantiation for Public Input

Currently there is no comprehensive or authoritative standard for emergency response data collection, analysis, and reporting (Roman, 2023). Emergency services delivery time objectives are distributed across multiple standards, not comprehensive, and do not represent the full emergency response timeline and the factors impacting it in a complete and coherent manner.

Roman, J. (2023). Please Hold. NFPA Journal. National Fire Protection Association.

Submitter Information Verification

Submitter Full Name: David Stonhill
Organization: Battelle Energy Alliance (BEA)
Street Address:
City:
State:
Zip:
Submittal Date: Wed Jun 12 15:23:31 EDT 2024
Committee: PQU-PST

Committee Statement

Resolution: CI-55-NFPA 1225-2025
Statement: The Technical Committee is looking to create a framework for collecting and managing Records associated with call processing. The attached Word Document provides a draft language to update Chapter 21. The technical committee needs more time to review the proposed update to the chapter.

The Technical Committee is reviewing the scope for the PUF-AAA Committee and looking to identify a framework for where the scope of the Committee's portion of the document would reside.



Public Input No. 26-NFPA 1225-2024 [Section No. 2.3.8]

2.3.8 UL Publications.

Underwriters Laboratories Inc., 333 Pfingsten Road, Northbrook, IL 60062-2096.

UL 497C, *Standard for Protectors for Coaxial Communications Circuits*, 2001, revised 2017 2022.

UL 752, *Standard for Bullet-Resistant Equipment*, 2005, revised 2015 2024.

UL 2524, *Standard for In-Building 2-Way Emergency Radio Communication Enhancement Systems*, -2019 2024.

Statement of Problem and Substantiation for Public Input

Updating Referenced publications to the most current editions of the standards referenced in this Standard.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 27-NFPA 1225-2024 [Section No. G.2.2.7]	

Submitter Information Verification

Submitter Full Name: Kelly Nicolello
Organization: UL Solutions
Street Address:
City:
State:
Zip:
Submittal Date: Wed Sep 04 14:22:16 EDT 2024
Committee: PQU-PST

Committee Statement

Resolution: FR-39-NFPA 1225-2025

Statement: Update references to the most current edition. Updated Extract References and changes in NFPA Documentation as per ERRS Consolidation Project.



Public Input No. 28-NFPA 1225-2024 [Section No. 2.3.8]

2.3.8 UL Publications.

Underwriters Laboratories Inc., 333 Pfingsten Road, Northbrook, IL 60062-2096.

UL 497C, *Standard for Protectors for Coaxial Communications Circuits*, 2001, revised 2017 2022.

UL 752, *Standard for Bullet-Resistant Equipment*, 2005, revised 2015 2023.

UL 2524, *Standard for In-Building 2-Way Emergency Radio Communication Enhancement Systems*, -2019 2024.

Statement of Problem and Substantiation for Public Input

Updated to reflect the most current editions of the standards.

Submitter Information Verification

Submitter Full Name: Christopher Creamer

Organization: UL Solutions

Affiliation: UL Solutions

Street Address:

City:

State:

Zip:

Submittal Date: Wed Sep 04 19:06:37 EDT 2024

Committee: PQU-PST

Committee Statement

Resolution: FR-39-NFPA 1225-2025

Statement: Update references to the most current edition. Updated Extract References and changes in NFPA Documentation as per ERRS Consolidation Project.



Public Input No. 92-NFPA 1225-2024 [Section No. 3.3.21]

3.3.21* Call Server.

A system of ~~electrical, mechanical, and~~ electrical and computer components the function of which is to process incoming and outgoing telephone calls.

Statement of Problem and Substantiation for Public Input

I am not aware of any current call servers that are mechanically based. While they may have mechanical elements, such as fans, these are somewhat ancillary to the electrical and computer based elements. Another option is to remove the definition and annex material as it does not appear to be used in the body of the standard.

Submitter Information Verification

Submitter Full Name: Richard Kluge

Organization: NEBScore Inc.

Affiliation: ATIS

Street Address:

City:

State:

Zip:

Submittal Date: Fri Sep 06 14:34:10 EDT 2024

Committee: PQU-PST

Committee Statement

Resolution: FR-33-NFPA 1225-2025

Statement: Mechanically based call servers are no longer utilized in the industry and therefore removed from the definition.



Public Input No. 93-NFPA 1225-2024 [New Section after 3.3.29]

TITLE OF RELOCATED CONTENT

3.3.XX* Emergency Services Communications System.

A communications system dedicated to the receipt of events, the coordination and dispatch of first responder resources, and the management of resources and activities post-dispatch.

Statement of Problem and Substantiation for Public Input

Consider moving this definition from its current location to be under Communications System as Emergency Services Communications System is a specific type of communications system.

Submitter Information Verification

Submitter Full Name: Richard Kluge

Organization: NEBScore Inc.

Affiliation: ATIS

Street Address:

City:

State:

Zip:

Submittal Date: Fri Sep 06 14:41:35 EDT 2024

Committee: PQU-PST

Committee Statement

Resolution: This relocation does not add any clarity to the document.



Public Input No. 32-NFPA 1225-2024 [New Section after 3.3.91]

TITLE OF NEW CONTENT

Type your content here ...

3.3.91 Personnel.

3.3.91.1 *Inspection Personnel* . Individuals who conduct a visual examination of a system or portion thereof to verify that it appears to be in operating condition, in proper location, and is free of physical damage or conditions that impair operation.

3.3.91.2 Service Personnel. Individuals who perform those procedures, adjustments, replacement of components, system programming, and maintenance described in manufacturer's service instructions that can affect any aspect of the performance of the system.

3.3.91.3 *Testing Personnel* . Individuals who perform procedure used to determine the status of a system as intended by conducting acceptance, reacceptance, or periodic checks on systems.

Statement of Problem and Substantiation for Public Input

This change adds definitions of personnel involved with the testing, maintenance, and service of signal boosters. These definitions are taken from NFPA 72 and modified where applicable.

Submitter Information Verification

Submitter Full Name: Christopher Creamer

Organization: UL Solutions

Affiliation: UL Solutions

Street Address:

City:

State:

Zip:

Submittal Date: Wed Sep 04 19:14:07 EDT 2024

Committee: PQU-PST

Committee Statement

Resolution: The term Qualified Personnel was added to the standard and the certification requirements were added to 18.2.3.



Public Input No. 94-NFPA 1225-2024 [Section No. 3.3.93]

3.3.93* Private Branch Exchange (PBX).

A system designed ~~to connect to a local incumbent or competitive exchange carrier to allow~~ to allow telephone calls to be distributed to extensions to use a set of voice communication channels to make outbound calls.

Statement of Problem and Substantiation for Public Input

No need to limit PBX applications to those operated by local incumbent or competitive local exchange carriers. A PBX can be provided by other communications or internet providers besides incumbents and CLECs.

Submitter Information Verification

Submitter Full Name: Richard Kluge

Organization: NEBScore Inc.

Affiliation: ATIS

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City:

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Submittal Date: Fri Sep 06 14:49:53 EDT 2024

Committee: PQU-PST

Committee Statement

Resolution: FR-34-NFPA 1225-2025

Statement: The definition was updated to be consistent with industry practices. A PBX can be provided by other communications center or internet providers besides incumbents and CLECs. The annex was updated to add content better encompasses new offerings in PBX market that are IP or cloud based.



Public Input No. 95-NFPA 1225-2024 [Section No. 3.3.99]

3.3.99* Public Safety Answering Point (PSAP).

A facility equipped and staffed to receive emergency ~~and non-emergency~~ calls requesting public safety services via telephone and other communication devices.

Statement of Problem and Substantiation for Public Input

The defining characteristic of a PSAP I think is that it takes emergency calls. The fact that it can take non-emergency calls is not essential to the definition of a PSAP and can be omitted.

Submitter Information Verification

Submitter Full Name: Richard Kluge

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Affiliation: ATIS

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Submittal Date: Fri Sep 06 14:56:15 EDT 2024

Committee: PQU-PST

Committee Statement

Resolution: The proposed change does not impact the nature of the facility. The nature of the call (whether or not the call is an emergency) cannot be classified prior to taking the call. Therefore, PSAPs can be equipped to receive non-emergency calls.



Public Input No. 40-NFPA 1225-2024 [New Section after 3.3.107]

3.3.107 *Remote Access: Communications between an ERCES and an offsite endpoint for the purpose of monitoring and maintaining the system or disabling the system to prevent harmful noise and interference.

Statement of Problem and Substantiation for Public Input

There is a need to add the definition with the inclusion of text on requirements of the definition where applied. This will aid users of the code on the proper application of the term.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 42-NFPA 1225-2024 [New Section after A.3.3.107]	
Public Input No. 39-NFPA 1225-2024 [New Section after 18.15.6]	
Public Input No. 42-NFPA 1225-2024 [New Section after A.3.3.107]	

Submitter Information Verification

Submitter Full Name: Richard Roberts
Organization: Honeywell Fire Safety
Affiliation: Safer Buildings Coalition (SBC)
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City:
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Submittal Date: Thu Sep 05 17:00:04 EDT 2024
Committee: PQU-PST

Committee Statement

Resolution: [FR-35-NFPA 1225-2025](#)
Statement: The definition clarifies remote access utilized for ERCES system.



Public Input No. 41-NFPA 1225-2024 [New Section after 3.3.109]

3.3.109 *Remote Shutdown: Disabling the active RF emitting device(s) of the emergency responder communication enhancement system via remote access.

Statement of Problem and Substantiation for Public Input

There is a need to add the definition with the inclusion of text on requirements of the definition where applied. This will aid users of the code on the proper application of the term.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 43-NFPA 1225-2024 [New Section after A.3.3.108]</u>	
<u>Public Input No. 39-NFPA 1225-2024 [New Section after 18.15.6]</u>	
<u>Public Input No. 43-NFPA 1225-2024 [New Section after A.3.3.108]</u>	

Submitter Information Verification

Submitter Full Name: Richard Roberts
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Submittal Date: Thu Sep 05 17:02:50 EDT 2024
Committee: PQU-PST

Committee Statement

Resolution: FR-36-NFPA 1225-2025
Statement: This definition was added to provide clarification for remote access shutdown functionality for ERCES.



Public Input No. 99-NFPA 1225-2024 [Section No. A.3.3.93]

A.3.3.93 Private Branch Exchange (PBX). [🔗](#)

The PBX system was first developed to allow a private entity to connect the telephone company to many users, breaking the one-phone-to-one-phone-line ratio. Originally, this process was a manual one, in which a switchboard operator would answer an incoming call and, using a physical patch cord, connect the incoming caller to the desired extension. When users wanted to make either an outbound or intersystem call, they first had to notify the switchboard operator and verbally explain their request. As technology progressed, switchboard operators were replaced first by mechanical devices that could interpret a rotary dial and later by dual-tone multifrequency (DTMF).

A PBX also allows extension-to-extension telephone calls without connecting to the public switched telephone network. A PBX can utilize analog communications using plain-old-telephone service (POTS) over the public switched telephone network or be digital and use internet protocol (IP). A digital PBX may utilize on site hardware or be cloud based.

Statement of Problem and Substantiation for Public Input

Added content better encompasses new offerings in PBX market that are IP or cloud based.

Submitter Information Verification

Submitter Full Name: Richard Kluge
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City:
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Submittal Date: Fri Sep 06 15:47:02 EDT 2024
Committee: PQU-PST

Committee Statement

Resolution: FR-34-NFPA 1225-2025

Statement: The definition was updated to be consistent with industry practices. A PBX can be provided by other communications center or internet providers besides incumbents and CLECs. The annex was updated to add content better encompasses new offerings in PBX market that are IP or cloud based.



Public Input No. 42-NFPA 1225-2024 [New Section after A.3.3.107]

A.3.3.107 Remote access includes but are not limited to a continuous connection via laptop computers, cellular handheld devices, cloud-based systems, applications, and or other similar equipment or software. Remote access to emergency responder communication enhancement system may be utilized by the frequency license holder(s) for contingency purposes of possibly shutting down active RF emitting device(s) causing issues with the harmful noise and interference. Additionally, system integrators may utilize remote access to monitor and maintain the system to ensure continued operational capability.

Statement of Problem and Substantiation for Public Input

There is a need to add the definition with the inclusion of text on requirements of the definition where applied. This will aid users of the code on the proper application of the term.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 40-NFPA 1225-2024 [New Section after 3.3.107]	
Public Input No. 39-NFPA 1225-2024 [New Section after 18.15.6]	
Public Input No. 40-NFPA 1225-2024 [New Section after 3.3.107]	

Submitter Information Verification

Submitter Full Name: Richard Roberts
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Street Address:
City:
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Submittal Date: Thu Sep 05 17:05:05 EDT 2024
Committee: PQU-PST

Committee Statement

Resolution: [FR-35-NFPA 1225-2025](#)

Statement: The definition clarifies remote access utilized for ERCES system.



Public Input No. 43-NFPA 1225-2024 [New Section after A.3.3.108]

A.3.3.109 Remote shutdown of an emergency responder communication enhancement system may be performed for the purpose of eliminating harmful noise and interference to the public safety macro network.

Statement of Problem and Substantiation for Public Input

There is a need to add the definition with the inclusion of text on requirements of the definition where applied. This will aid users of the code on the proper application of the term.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 41-NFPA 1225-2024 [New Section after 3.3.109]</u>	
<u>Public Input No. 39-NFPA 1225-2024 [New Section after 18.15.6]</u>	
<u>Public Input No. 41-NFPA 1225-2024 [New Section after 3.3.109]</u>	

Submitter Information Verification

Submitter Full Name: Richard Roberts
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Submittal Date: Thu Sep 05 17:06:49 EDT 2024
Committee: PQU-PST

Committee Statement

Resolution: FR-36-NFPA 1225-2025

Statement: This definition was added to provide clarification for remote access shutdown functionality for ERCES.



Public Input No. 27-NFPA 1225-2024 [Section No. G.2.2.7]

G.2.2.7 UL Publications.

Underwriters Laboratories Inc., 333 Pfingsten Road, Northbrook, IL 60062-2096.

UL 50E, *Enclosures for Electrical Equipment, Environmental Considerations*, 2020, Revised 2024 .

Statement of Problem and Substantiation for Public Input

Updating referenced publication to the most current edition of the standard referenced.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 26-NFPA 1225-2024 [Section No. 2.3.8]</u>	

Submitter Information Verification

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Submittal Date: Wed Sep 04 14:24:55 EDT 2024
Committee: PQU-PST

Committee Statement

Resolution: FR-40-NFPA 1225-2025
Statement: Update references to most current edition



Public Input No. 29-NFPA 1225-2024 [Section No. G.2.2.7]

G.2.2.7 UL Publications.

Underwriters Laboratories Inc., 333 Pfingsten Road, Northbrook, IL 60062-2096.

UL 50E, *Enclosures for Electrical Equipment, Environmental Considerations*, 2020 2024 .

Statement of Problem and Substantiation for Public Input

Updated to reflect the most current editions of the standards.

Submitter Information Verification

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Submittal Date: Wed Sep 04 19:08:55 EDT 2024

Committee: PQU-PST

Committee Statement

Resolution: FR-40-NFPA 1225-2025

Statement: Update references to most current edition



Committee Input No. 55-NFPA 1225-2025 [New Section after 1.1]

Issue: Currently there is no comprehensive or authoritative standard for emergency response data collection, analysis, and reporting (Roman, 2023). Emergency services delivery time objectives are distributed across multiple standards, not comprehensive, and do not represent the full emergency response timeline and the factors impacting it in a complete and coherent manner.

Goal: Establish a comprehensive, unified, and authoritative standard for the collection, management, maintenance, distribution, analysis, and reporting of emergency event data.

Purpose/Scope: Provide for the standardized and comprehensive management of all emergency response data to inform community risk assessment and all-hazards emergency services performance. To recognize that the Emergency Communications Center is central to all emergency reporting and dispatching functions and is the common point through which all emergency information flows. While data may not in all cases be controlled by the functions of the ECC, the ECC is in the unique position to ensure that systems, equipment, processes, and personnel are effectively aligned to accurately and effectively capture the most accurate data for all stakeholders. This standard emphasizes the large administrative role that ECCs have in supporting emergency services, law enforcement, public safety, and other essential community services.

Objectives:

- Establish Clear Roles, Responsibilities, Accountability and Authority
- Leverage Existing Emergency Response Organization Relationships
- Standardize Data Collection, Analysis, and Reporting Methods
- Enable Data Aggregation at Local, Regional, State, and Federal Levels.
- Leverage Existing Skillsets in Technology Utilization and Quality Management
- Engage Broader Emergency Management Scope (Planning, Preparedness)
- Recognize and Engage all Community, Public, and Private Sector Stakeholders
- Leverage ECC Core Data Collecting and Management Capabilities
- Increase Consistency, Improve Data Credibility, and Reduce Duplication of Effort.
- Creates Trusted and Reliable Data for Prioritizing Risk Mitigation

Recommendation: Clarify/expand the scope of NFPA-1225 to include comprehensive data management authority, accountability, roles, and responsibilities. Expand or develop a new chapter within NFPA-1225 as the authoritative standard for all-hazards emergency response data management.

- Engage with The U.S. Fire Administration (USFA) on the development of National Emergency Response Information System (NERIS).
- Engage with The Monitoring Association (TMA) to align with Central and Proprietary Alarm Station automatic alarm process and data transfer like Secure Alarm Protocol (ASAP/PSAP).
- Engage Federal Emergency Management Agency (FEMA) Community on application to Community Threat and Hazard Identification and Risk Assessment (THIRA) (FEMA, 2018).
- Engage CAD/DSS/E911/Alarm Monitoring Manufacturers on Development of

Standardized and Integrated Data Collection

Ref: FEMA. (2018). THIRA. Stakeholder Preparedness Review (SPR) Guide Comprehensive Preparedness Guide (CPG) 201. FEMA.

Roman, J. (2023). Please Hold. NFPA Journal. National Fire Protection Association.

-

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 13:36:18 EST 2025

Committee Statement

Committee Statement: The Technical Committee is looking to create a framework for collecting and managing Records associated with call processing. The attached Word Document provides a draft language to update Chapter 21. The technical committee needs more time to review the proposed update to the chapter.

The Technical Committee is reviewing the scope for the PUF-AAA Committee and looking to identify a framework for where the scope of the Committee's portion of the document would reside.

Response Message: CI-55-NFPA 1225-2025

Public Input No. 12-NFPA 1225-2024 [New Section after 1.1]



Committee Input No. 18-NFPA 1225-2025 [Chapter 5]

Chapter 5 Public Safety Telecommunicator II (NFPA 1061)

5.1 General.

The Public Safety Telecommunicator II shall meet the job performance requirements in Chapter 4 for Public Safety Telecommunicator I and those defined in Sections 5.2 through 5.4 of this standard.

5.2 Receive Requests for Service.

5.2.1* Description of Duty.

To manage information from multiple sources requiring requests for services or assistance.

5.2.2*

Monitor public safety radio systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator II is identified.

(A)* Requisite Knowledge.

Basic radio systems, technology, and standard terminology used by the AHJ.

(B) Requisite Skills.

Operation of radio equipment, differentiation between various audio stimuli, and effective listening abilities.

5.2.3*

Monitor electronic data systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator II is identified.

(A)* Requisite Knowledge.

Response to audio and visual stimuli.

(B)* Requisite Skills.

Basic computer skills and interpretation of visual symbols.

5.2.4

Monitor alarm systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator II is identified.

(A) Requisite Knowledge.

Familiarity with alarm equipment and system operation and technology.

(B) Requisite Skills.

Interpretation of alarm system signals, data, or messages.

5.3 Process Requests for Service.

5.3.1 Description of Duty.

Review and format data for dispatch or referral. Monitor resource status and determine units for deployment.

5.3.2

Validate incident information, given a request for service; available resources; and agency policies, procedures, guidelines, and protocols, so that an appropriate response is determined and a resource allocation prepared.

(A) Requisite Knowledge.

Policies, procedures, guidelines, and protocols related to the allocation of resources and the duties and functions of response units.

(B) Requisite Skills.

Interpretation of incident information.

5.3.3*

Maintain location and status of units, given the resources available to the agency and utilizing the systems and equipment in the public safety communications center, so that the current availability, status, and safety of all deployable resources is known.

(A)* Requisite Knowledge.

Capabilities and functions of personnel, units, and specialized equipment and tools and their availability and current location.

(B) Requisite Skills.

Operation of public safety communications center systems and equipment used for maintaining status.

5.3.4

Categorize alarm information, given signals, messages, codes, and data, so that the information is properly interpreted in preparation for the allocation of resources.

(A) Requisite Knowledge.

Operational principles, practices, procedures, guidelines, and protocols for alarm systems provided in the public safety communications center and agency policies related to alarm system operations.

(B) Requisite Skills.

Basic computer skills, including keyboarding and mousing, and differentiation between multiple audiovisual stimuli.

5.3.5

Determine the priority of a service request, given information provided by other telecommunicators or field units and the agency policies, procedures, guidelines, and protocols, so that the priority of the request is defined.

(A) Requisite Knowledge.

Policies, procedures, guidelines, and protocols related to call prioritization, incident categories, priority levels, and identification of potential threats, risks, and hazards.

(B) Requisite Skills.

Operation of systems and aids provided in the public safety communications center for call prioritization, and decision-making skills.

5.3.6*

Formulate a response, given the validated and prioritized request for service and the availability of deployable resources, so that the appropriate response is selected for the safety of responders.

(A) Requisite Knowledge.

Procedures for the allocation or assignment of resources and requesting mutual aid.

(B) Requisite Skills.

Operation of systems and aids provided in the public safety communications center.

5.4 Disseminate Requests for Service.**5.4.1* Description of Duty.**

Transmit and relay information or data to field units or other resources, given a request for service, that results in a notification for the response.

(A) Requisite Knowledge.

Applicable Federal Communications Commission (FCC) rules; radio procedures and protocols; codes; agency policies, procedures, and guidelines; an incident management system, and the telecommunicator's role and function within the system.

(B) Requisite Skills.

Voice control and operation of telecommunications equipment.

5.4.2*

Initiate deployment of response units, given the validated and prioritized request for service and the agencies' telecommunications equipment, so that service request information is conveyed to units designated for response.

(A) Requisite Knowledge.

All radio communications in compliance with the rules and regulations governing wireless communications in the country of operation; radio procedures and protocols; codes; agency policies, procedures, and guidelines; an incident management system; and the telecommunicator's role and function within the system.

(B) Requisite Skills.

Voice control and operation of telecommunications equipment, public address (PA) systems, Internet protocol (IP) systems, and data terminals.

5.4.3

Relay service request information, given available resources and telecommunications equipment, so that all pertinent information is communicated to all responding units and agencies.

(A) Requisite Knowledge.

All radio communications in compliance with the rules and regulations governing wireless communications in the country of operation; radio procedures and protocols; codes; agency policies, procedures, and guidelines; an incident management system, and the telecommunicator's role and function within the system.

(B) Requisite Skills.

Voice control and operation of telecommunications equipment.

5.4.4

Gather supplemental information, given a service request, so that the current information is evaluated, prioritized, and relayed to response units or other personnel and agencies as needed.

(A) Requisite Knowledge.

Agency policies, procedures, and guidelines and accessing other resources as requested.

(B)* Requisite Skills.

Use of printed and electronic reference materials, databases, and emergency action plans.

5.4.5*

Activate the community emergency action plan, given data indicating the likelihood or onset of a critical situation beyond the normal scope of operations, so that the implementation is timely and in accordance with agency policies, procedures, guidelines, and protocols.

(A) Requisite Knowledge.

Understanding agency policies, procedures, and guidelines and accessing other resources as requested.

(B) Requisite Skills.

Use of printed and electronic reference materials, databases, and emergency action plans.

5.4.6

Activate the public safety communication center emergency action plan, given internal emergency and agency policies, procedures, guidelines, and protocols, so that the integrity of the communications system is maintained and the safety of communications center personnel is achieved.

(A) Requisite Knowledge.

Existing emergency and contingency plans for incidents within the public safety communication center.

(B) Requisite Skills.

Use of predetermined mitigation and evacuation plans.

5.5 Fellow Employee Exhibiting Signs and Symptoms of Emotional and Behavioral Distress.**5.5.1**

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

(A) Requisite Knowledge.

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

(B) Requisite Skills.

The ability to approach an individual exhibiting signs of emotional or behavioral distress; to use empathic and listening skills; and to refer an individual to an EAP, community mental health program, chaplain, the National Suicide Prevention Lifeline, or an individual trained in emotional and behavioral health.

Submitter Information Verification

Committee: PQU-PST

Submission Date: Thu Jan 09 15:17:58 EST 2025

Committee Statement

Committee Statement: The technical committee is reviewing Chapter 5 and developing Job Task Analysis, Job Performance Requirements and Job Inventory list for the job and each of the duties within the Chapter 5. Additionally, each duty is being reviewed to bring the terminology and requirements up to the latest Pro Qual Correlating Committee guidance and industry needs.

Response Message: CI-18-NFPA 1225-2025



Committee Input No. 19-NFPA 1225-2025 [Chapter 7]

Chapter 7 Public Safety Communications Training Officer (NFPA 1061)

7.1* General.

The Communications Training Officer (CTO) shall meet the job performance requirements defined in Sections 7.2 through 7.5 of this standard.

7.2 Personal Conduct.

7.2.1

Apply the AHJ's mission, given the mission statement and the principles of leadership as defined by the AHJ, so that duties are articulated both formally and informally.

(A) Requisite Knowledge.

The values and ethics that form the basis of competency and AHJ practices and programs that define professional conduct.

(B) Requisite Skills.

Operational and technological competence, as defined by the AHJ, and effective problem solving.

7.2.2

Project behavior, given the established code of ethics defined by the AHJ both formally and informally, so that the CTO serves as a role model.

(A) Requisite Knowledge.

The values and ethics that form the basis of accepted behavior as defined by the AHJ.

(B) Requisite Skills.

Self-restraint, discretion, a positive attitude, objectivity, and confidentiality.

7.2.3

Resolve conflicts, given established methods and procedures, so that disagreements are settled in a fair and objective manner for both parties.

(A) Requisite Knowledge.

Conflict resolution models, relevant standard operating procedures, labor agreements, and other available resources.

(B) Requisite Skills.

Mediation and negotiation.

7.3 Program Management.

7.3.1

Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

(A) Requisite Knowledge.

The components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.

(B) Requisite Skills.

Basic computer skills.

7.3.2

Review and adapt instructional materials, given the materials for a specific topic, target audience, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

(A) Requisite Knowledge.

Recognition of student limitations, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

(B) Requisite Skills.

Analysis of resources, facilities, and materials.

7.3.3

Prepare documentation and a file management system as prescribed by the AHJ, given the need to track trainee performance, so that accurate records are able to be referenced.

(A) Requisite Knowledge.

Types of records and reports required and policies and procedures for processing records and reports.

(B) Requisite Skills.

Basic computer skills, spreadsheet manipulation, and basic report writing and record completion.

7.4 Instructional Delivery.**7.4.1**

The delivery of instructional sessions, given prepared course materials and environments, so that learning objectives are met.

(A) Requisite Knowledge.

Prepared lesson plans specific to a topic, environmental advantages and limitations, and classroom management and safety.

(B) Requisite Skills.

Use of instructional media and materials.

7.4.2

Provide on-the-job training, given an operating telecommunications position that can accommodate both the trainer and trainee, so that the CTO can observe and intervene as needed while the trainee interacts in a live environment and performs the duties for which they are being trained.

(A) Requisite Knowledge.

Skill level of the trainee and safety of the caller in an emergency situation.

(B) Requisite Skills.

The ability to recognize the use and limitations of any specialized dual-use telecommunications equipment and to assess the need to intervene when required.

7.4.3

The delivery of continuing education, given prepared course materials, so that competency levels are maintained in a consistent fashion.

(A) Requisite Knowledge.

Training sunset dates for assigned employees, minimum requirements to maintain certification(s), prepared lesson plans specific to a topic, environmental advantages and limitations, and classroom management and safety.

(B) Requisite Skills.

File management and use of instructional media and materials.

7.4.4

Schedule ride-along sessions with field personnel, given regular interaction with field units, so that the trainee gains insight into the duties, situations, and limitations experienced by the personnel who are being dispatched by that trainee.

(A) Requisite Knowledge.

Personalities and duties of crews and safety.

(B) Requisite Skills.

Basic scheduling.

7.5 Evaluation and Testing.**7.5.1**

Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.

(A) Requisite Knowledge.

Test administration, agency policies, laws affecting records and disclosure of training information, the purposes of evaluation and testing, and performance skills evaluation.

(B) Requisite Skills.

Use of skills checklists and oral questioning techniques.

7.5.2

Grade student tests — oral, written, or performance — given answer sheets and answer keys or skills checklists, so that the examinations are graded and secured.

(A) Requisite Knowledge.

Procedures related to test security and record keeping.

(B) Requisite Skills.

Grading and maintaining the confidentiality of scores.

7.5.3

Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

(A) Requisite Knowledge.

Reporting procedures and interpretation of test results.

(B) Requisite Skills.

Communication skills and basic coaching.

7.5.4

Provide feedback to the trainee, given comprehensive test and evaluation results, so that the trainee is able to distinguish correct performance.

(A) Requisite Knowledge.

Interpersonal relations and AHJ policies and procedures.

(B) Requisite Skills.

Presentation and conflict resolution.

7.5.5

Identify transition periods, given the completion of identified training goals, so that accurate recommendations for progression, remediation, or termination are achieved.

(A) Requisite Knowledge.

Test and evaluation results, documented daily performance reports, reported policy violations, exemplary performance reports, and AHJ-defined minimum training requirements.

(B) Requisite Skills.

Analysis of work performance and decision making.

7.6 Fellow Employee Exhibiting Signs and Symptoms of Emotional and Behavioral Distress.**7.6.1**

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

(A) Requisite Knowledge.

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

(B) Requisite Skills.

The ability to approach an individual exhibiting signs of emotional or behavioral distress; to use empathic and listening skills; and to refer an individual to an EAP, community mental health program, chaplain, the National Suicide Prevention Lifeline, or an individual trained in emotional and behavioral health.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 09 15:24:24 EST 2025

Committee Statement

Committee Statement: The technical committee is reviewing Chapter 7 and developing Job Task Analysis, Job Performance Requirements and Job Inventory list for the job and each of the duties within the Chapter 7. Additionally, each duty is being reviewed to bring the terminology and requirements up to the latest Pro Qual Correlating Committee guidance and industry needs.

Response Message: CI-19-NFPA 1225-2025



Committee Input No. 20-NFPA 1225-2025 [Chapter 8]

Chapter 8 Public Safety Communications Supervisor (NFPA 1061)

8.1* General.

The Public Safety Communications Supervisor shall meet the requirements of Public Safety Telecommunicator II and meet the job performance requirements as defined in Sections 8.2 through 8.6.

8.2 Human Resource Management.

Utilize human resources to accomplish assignments in an efficient, safe manner. Evaluate member performance and supervise personnel during emergency and nonemergency work periods according to the following job performance requirements.

8.2.1

Assign tasks or responsibilities to telecommunicators, given requests for service, so that all aspects of a request for service are handled in a proficient and professional manner.

(A) Requisite Knowledge.

Verbal communications during emergency situations, techniques used to create assignments under stressful situations, and methods used to confirm understanding.

(B) Requisite Skills.

The ability to condense instructions for frequently assigned tasks based on training, standard operating procedures, guidelines, or protocols as determined by the AHJ.

8.2.2

Evaluate telecommunicator actions to identify performance problems, given a telecommunicator with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and so that the actions taken are within the established policies and procedures.

(A) Requisite Knowledge.

The signs and symptoms of telecommunicator-related problems, causes of stress in public safety communications personnel, and the adverse effects of stress on the performance of public safety communications personnel.

(B) Requisite Skills.

The ability to recommend a course of action for a telecommunicator in need of assistance.

8.2.3

Administer human resource policies and procedures, given a situation requiring action, so that the needs of the agency are met.

(A) Requisite Knowledge.

Human resource policies and procedures.

(B) Requisite Skills.

The ability to communicate orally and in writing and to document a situation and any actions taken toward a resolution.

8.2.4

Coordinate the completion of assigned tasks and projects by telecommunicators, given a list of projects and tasks pursuant to job requirements, so that assignments meet agency objectives.

(A) Requisite Knowledge.

Delegation, project management, principles of supervision, and basic human resource management.

(B) Requisite Skills.

The ability to plan, set priorities, and follow up.

8.3 Community Relations.

Respond to inquiries from the community.

8.3.1

Initiate action on a citizen's question or concern, given policies and procedures, so that the question or concern is answered or referred to the correct individual for action and so that all policies and procedures are complied with.

(A) Requisite Knowledge.

Interpersonal relationships and appropriate customer service techniques.

(B) Requisite Skills.

The ability to effectively communicate with customers, peers, and others in a reasonable and logical manner.

8.4 Administration.

Perform general administrative functions and coordinate the implementation of public safety communication center policies and procedures at the supervisor level.

8.4.1

Recommend changes to existing departmental policies, given a departmental policy, so that the policy meets the agency's changing needs.

(A) Requisite Knowledge.

Existing policies and procedures and changes in day-to-day operations.

(B) Requisite Skills.

The ability to evaluate existing policies and procedures for relevancy and to communicate recommended changes.

8.4.2

Implement changes to departmental policies, given a new or changed departmental policy, so that the policy is communicated to and understood by telecommunicators.

(A) Requisite Knowledge.

Policies and procedures and changes in day-to-day operations.

(B) Requisite Skills.

The ability to evaluate existing policies and procedures for relevancy, to communicate recommended changes, and to engage in written and oral communication.

8.4.3

Conduct routine administrative functions, given forms and record-management systems, so that the reports and logs are complete and the files are maintained in accordance with policies and procedures.

(A) Requisite Knowledge.

Administrative policies and procedures and records management systems.

(B) Requisite Skills.

Generating reports, analyzing data, using agency software programs, and communicating findings either orally or in writing.

8.5 Equipment and Systems Operations.

Monitor the operational integrity of complex and interrelated systems, technologies, and processes that support emergency communications within the agency and take action as approved or directed by the AHJ.

8.5.1

Monitor the operating systems and interfaces, given the relevant policies, procedures, and monitoring tools, so that there is no degradation or interruption in service to ensure the continuity of operations.

(A) Requisite Knowledge.

Systems operations, policies and procedures, and operation of the monitoring tools.

(B) Requisite Skills.

Interpreting and communicating the findings of device indicators.

8.5.2

Coordinate equipment repairs with technical staff or appropriate resources, given a system malfunction or failure, so that the situation is remedied as defined and authorized by the AHJ.

(A) Requisite Knowledge.

Equipment repair resource list and troubleshooting guides.

(B) Requisite Skills.

Troubleshooting techniques.

8.6 Health and Safety.

Integrate safety plans, policies, and procedures into daily activities in accordance with the requirements of the AHJ.

8.6.1

Apply safe practices in the public safety communications center as defined by the AHJ, given safety policies and procedures, so that all applicable reporting is completed, in-service training is conducted, and responsibilities are conveyed to personnel.

(A) Requisite Knowledge.

The common causes of personal injury and accidents, safety policies and procedures, and basic workplace safety.

(B) Requisite Skills.

The ability to identify and act to mitigate safety hazards.

8.6.2

Document the events leading up to and the potential causes of an accident, given an incident and any applicable forms, so that the incident is documented and reports are processed in accordance with policies and procedures.

(A) Requisite Knowledge.

Procedures for reporting an accident and safety policies and procedures.

(B) Requisite Skills.

The ability to document an accident in an accurate manner and to conduct interviews objectively.

8.7 Fellow Employee Exhibiting Signs and Symptoms of Emotional and Behavioral Distress.

8.7.1

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

(A) Requisite Knowledge.

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

(B) Requisite Skills.

The ability to approach an individual exhibiting signs of emotional or behavioral distress; to use empathic and listening skills; and to refer an individual to an EAP, community mental health program, chaplain, the National Suicide Prevention Lifeline, or an individual trained in emotional and behavioral health.

Submitter Information Verification

Committee: PQU-PST
Submittal Date: Thu Jan 09 15:25:13 EST 2025

Committee Statement

Committee Statement: The technical committee is reviewing Chapter 8 and developing Job Task Analysis, Job Performance Requirements and Job Inventory list for the job and each of the duties within the Chapter 8. Additionally, each duty is being reviewed to bring the terminology and requirements up to the latest Pro Qual Correlating Committee guidance and industry needs.

Response Message: CI-20-NFPA 1225-2025



NATIONAL FIRE PROTECTION ASSOCIATION

The leading information and knowledge resource on fire, electrical and related hazards

M E M O R A N D U M

TO: Technical Committee on Public Safety Telecommunicator Professional Qualifications

FROM: Jenny Depew, *Committee Administrator*

DATE: May 9, 2025

SUBJECT: NFPA 1225 First Draft TC FINAL Ballot Results (CustA2026)

According to the final ballot results, all ballot items received the necessary affirmative votes to pass ballot.

- 9 **Members Eligible to Vote**
- 4 **Members Not Returned** (*Porter, Szoc, Weihs, Winstead*)

The attached report shows the number of affirmative, negative, and abstaining votes as well as the explanation of the vote for each revision.

To pass ballot, each revision requires: (1) a simple majority of those eligible to vote and (2) an affirmative vote of $\frac{2}{3}$ of ballots returned. See Sections 3.3.4.3.(c) and 4.3.10.1 of the ***Regulations Governing the Development of NFPA Standards***.



First Revision No. 85-NFPA 1225-2025 [Section No. 1.3]

1.3* Application.

This standard can be applied as follows:

- (1) Chapters 1 through 11, and Annexes A, B, C, D, E, and G constitute ~~the 2022 edition of NFPA 1061.~~
- (2) Chapters 1 through 3, Chapters 12 through 23, and Annexes A, F, and G constitute ~~the 2022 edition of NFPA 1221.~~

A.1.3

Beginning with the publication of NFPA 1225, new editions of NFPA 1061 and NFPA 1221 will not be published as separate, standalone standards. Where an authority having jurisdiction wants to update references, the referencing language should refer to NFPA 1225 or the specific chapters of NFPA 1225, as identified in Section 1.3.

The numbers found in parentheses at the end of each chapter title refer to the former standalone documents and are intended to help users navigate between this standard and the former standalone documents. These numbers will be eliminated in a future edition of this standard.

Any AHJs incorporating NFPA 1061, NFPA 1221, or any combination of the two, can replace those references with chapters and still reference similar content. For example, if an AHJ incorporated the 2018 edition of NFPA 1061 (i.e., in accordance with 2018 edition of NFPA 1061), and they wish to update to the latest information, they can do so by incorporating edition of NFPA 1225 (i.e., in accordance with Chapters 1 through 11, and Annexes A, B, C, D, E, and G of the 2022 edition of NFPA 1225).

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Tue Mar 11 12:58:25 EDT 2025

Committee Statement

Committee Statement: Revised the statement to prevent having to update the text whenever new editions of the standard was published to clarify the link between NFPA 1061, NFPA 1221 and the current edition of NFPA 1225.

Response Message: FR-85-NFPA 1225-2025

Ballot Results

✓ This item has passed ballot

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 39-NFPA 1225-2025 [Chapter 2]

Chapter 2 Referenced Publications

2.1 General.

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

2.2 NFPA Publications.

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

NFPA 1, *Fire Code*, ~~2024~~ 2027 edition.

NFPA 10, *Standard for Portable Fire Extinguishers*, ~~2022~~ 2026 edition.

NFPA 13, *Standard for the Installation of Sprinkler Systems*, ~~2022~~ 2025 edition.

NFPA 37, *Standard for the Installation and Use of Stationary Combustion Engines and Gas Turbines*, ~~2024~~ 2024 edition.

NFPA 54, *National Fuel Gas Code*, ~~2024~~ 2027 edition.

NFPA 58, *Liquefied Petroleum Gas Code*, ~~2020~~ 2024 edition.

NFPA 70[®], *National Electrical Code*[®], ~~2020~~ 2026 edition.

NFPA 72[®], *National Fire Alarm and Signaling Code*[®], ~~2022~~ 2025 edition.

NFPA 75, *Standard for the Fire Protection of Information Technology Equipment*, ~~2020~~ 2024 edition.

NFPA 90A, *Standard for the Installation of Air-Conditioning and Ventilating Systems*, ~~2024~~ 2027 edition.

NFPA 90B, *Standard for the Installation of Warm Air Heating and Air-Conditioning Systems*, ~~2024~~ 2027 edition.

NFPA 101[®], *Life Safety Code*[®], ~~2024~~ 2027 edition.

NFPA 110, *Standard for Emergency and Standby Power Systems*, ~~2022~~ 2025 edition.

NFPA 111, *Standard on Stored Electrical Energy Emergency and Standby Power Systems*, ~~2022~~ 2025 edition.

NFPA 170, *Standard for Fire Safety and Emergency Symbols*, 2024 edition.

NFPA 220, *Standard on Types of Building Construction*, ~~2024~~ 2027 edition.

NFPA 731, *Standard for the Installation of Premises Security Systems*, ~~2020~~ 2026 edition.

NFPA 780, *Standard for the Installation of Lightning Protection Systems*, ~~2020~~ 2026 edition.

NFPA 1140, *Standard for Wildland Fire Protection*, ~~2022~~ 2027 edition.

NFPA 1550, *Standard for Emergency Responder Health and Safety*, 2024 edition.

~~NFPA 1561, Standard on Emergency Services Incident Management System and Command Safety, 2020 edition.~~

~~NFPA 1600[®], Standard on Continuity, Emergency, and Crisis Management, 2019 edition.~~

NFPA 1660, *Standard for Emergency, Continuity, and Crisis Management: Preparedness, Response, and Recovery*, 2024 edition.

NFPA 1900, *Standard for Aircraft Rescue and Firefighting Vehicles, Automotive Fire Apparatus, Wildland Fire Apparatus, and Automotive Ambulances*, 2024 edition.

~~NFPA 1901, Standard for Automotive Fire Apparatus, 2016 edition.~~

NFPA 5000[®], *Building Construction and Safety Code*[®], ~~2024~~ 2027 edition.

2.3 Other Publications.

2.3.1 APCO Publications.

APCO International, 351 North Williamson Boulevard, Daytona Beach, FL 32114.

APCO ANS 2.106.1, *Public Safety Grade Site Hardening Requirements*, 2019.

2.3.2 ASTM Publications.

ASTM International, 100 Barr Harbor Drive, P.O. Box C700, West Conshohocken, PA 19428-2959.

ASTM E84, *Standard Test Method for Surface Burning Characteristics of Building Materials*, ~~2020~~ 2024 .

2.3.3 FEMA Publications.

Federal Emergency Management Institute, ~~16825 S. Seton Ave., Emmitsburg, MD 21727~~ US Department of Homeland Security, 500 C Street, SW, Washington, DC 20024 .

~~IS-0100~~ ICS 100 , *Introduction to the Incident Command System*, ~~ICS-100~~ (IS 100.c) , 2018.

~~IS-0200~~ ICS 200 , *Basic Incident Command System for Single-Resources and Initial Action Incidents Response* (IS 200.c), 2019.

~~IS-ICS 700~~ , *An introduction to the National Incident Management System (NIMS)*, ~~An Introduction~~, (IS 700.b), 2020.

~~IS-0800~~ ICS 800 , *National Response Framework, An Introduction*, (IS 800.d), 2020.

National Incident Management System (NIMS)/*Incident Command System (ICS)*, *Emergency Responder Field Operations Guide* , 2017.

2.3.4 IEEE Publications.

IEEE Operations , ~~3 Park Avenue, 17th Floor, New York, NY 10016-5997~~ 445 Hoes Lane, Piscataway, NJ 08854-4141 .

IEEE C2, *National Electrical Safety Code*, ~~2017~~ 2023 .

2.3.5 IES Publications.

Illuminating Engineering Society, 120 Wall Street, 17th Floor, New York, NY 10005.

IESNA HB-9-00, *The Lighting Handbook*, 10th edition, ~~2019~~ .

2.3.6 NENA Publications.

National Emergency Number Association, 1700 Diagonal Road, Suite 500, Alexandria, VA 22314.

~~NENA-ADM-000.23, NENA Master Glossary of 9-1-1 Terminology~~ , ~~2020~~:

National Emergency Number Association. "NENA Knowledge Base Glossary."
<https://kb.nena.org/wiki/Category:Glossary>.

NENA/APCO ANS 2.105.1, *NG9-1-1 Emergency Incident Data Document (EIDD)*, 2017.

2.3.7 TIA Publications.

Telecommunications Industry Association, ~~4320~~ 1310 North Courthouse Road, Suite ~~200~~ 890 , Arlington, VA 22201.

TIA-102.BAAA, *Project 25 FDMA Common Air Interface*, 2017.

TIA-102.BBAB, *Project 25 Phase 2 Two-Slot Time Division Multiple Access Physical Layer Protocol Specification*, 2009.

TIA-102.BBAC, *Project 25 Two-Slot TDMA Media Access Control Layer Specification*, 2019.

TIA-603, *Land Mobile FM or PM Communications Equipment Measurement and Performance Standards*, ~~2016~~ 2024 .

2.3.8 UL Publications.

Underwriters Laboratories Inc., 333 Pfingsten Road, Northbrook, IL 60062-2096.

UL 50, *Enclosures for Electrical Equipment, Non-environmental Considerations*, 2020.

UL 50E, *Enclosures for Electrical Equipment, Environmental Considerations*, 2024.

UL 497C, *Standard for Protectors for Coaxial Communications Circuits*, 2001, revised 2017 2022 .

UL 752, *Standard for Bullet-Resistant Equipment*, 2005, revised 2015 2023 .

UL 2524, *Standard for In-Building 2-Way Emergency Radio Communication Enhancement Systems*, 2019 2024 .

~~2.3.9 US Government Publications:~~

~~US Government Publishing Office, 732 North Capitol Street, NW, Washington, DC 20401-0001.~~

~~Homeland Security Presidential Directive 5, “Management of Domestic Incidents,” February 28, 2003.~~

~~NIMS/ICS, *Emergency Responder Field Operations Guide*, 2011.~~

~~Presidential Policy Directive 8, “National Preparedness,” March 30, 2011.~~

2.3.9 Other Publications.

Merriam-Webster’s Collegiate Dictionary, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003 2020 .

2.4 References for Extracts in Mandatory Sections.

NFPA 70®, *National Electrical Code®*, 2020 2023 edition.

NFPA 72®, *National Fire Alarm and Signaling Code®*, 2022 2025 edition.

*NFPA 111, *Standard on Stored Electrical Energy Emergency and Standby Power Systems*, 2022 2025* edition.

*NFPA 601, *Standard for Security Services in Fire Loss Prevention*, 2020 2025* edition.

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

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

*NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024* edition.

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

*NFPA 1020, *Standard for Fire and Emergency Services Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications*, 2025* edition.

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

*NFPA 1550, *Standard for Emergency Responder Health and Safety*, 2024* edition.

~~*NFPA 1561, *Standard on Emergency Services Incident Management System and Command Safety*, 2020*~~
~~edition.~~

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1225_FR-39_Ch02_PST_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Wed Jan 15 15:38:21 EST 2025

Committee Statement

Committee Statement: Update references to the most current edition. Updated Extract References and changes in NFPA Documentation as per ERRS Consolidation Project.

Response Message: FR-39-NFPA 1225-2025

[Public Input No. 26-NFPA 1225-2024 \[Section No. 2.3.8\]](#)

[Public Input No. 28-NFPA 1225-2024 \[Section No. 2.3.8\]](#)

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.

**First Revision No. 57-NFPA 1225-2025 [Section No. 3.3.15]****3.3.15** Cable, Metallic Conductor .

A factory assembly of two or more conductors having an overall covering. [~~70~~ , ~~805-2~~ 2023]

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 13:46:21 EST 2025

Committee Statement

Committee Statement: Updating the Extract to match the source document and changing the Extract tag to match the NFPA Manual of Style
Response Message: FR-57-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters
4 Not Returned
5 Affirmative All
0 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Porter, Michelle
Szoc, Paul
Weihs, Kurt
Winstead, John C.

Affirmative All

Dornseif, III, Jay
Gurian, Jason P.
Heinze, April
Kilby-Richards, Jacklyn
McClintock, Robert W.



First Revision No. 33-NFPA 1225-2025 [Section No. 3.3.21]

3.3.21* Call Server.

A system of electrical, ~~mechanical~~, and computer components the function of which is to process incoming and outgoing telephone calls.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Wed Jan 15 14:51:19 EST 2025

Committee Statement

Committee Statement: Mechanically based call servers are no longer utilized in the industry and therefore removed from the definition.

Response Message: FR-33-NFPA 1225-2025

[Public Input No. 92-NFPA 1225-2024 \[Section No. 3.3.21\]](#)

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.

**First Revision No. 58-NFPA 1225-2025 [Section No. 3.3.55]****3.3.55** Emergency Incident.

Any situation to which the emergency services organization responds to deliver emergency services, including rescue, fire suppression, emergency medical care, special operations, law enforcement, and other forms of hazard control and mitigation. [~~1561~~ 1550, 2020 2024]

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 13:47:58 EST 2025

Committee Statement

Committee Statement: Updating the Extract tag to match the source document. NFPA 1561 was consolidated to NFPA 1560 via NFPA ERRS Consolidation Project.

Response Message: FR-58-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 56-NFPA 1225-2025 [Section No. 3.3.66]

3.3.66 In-building Emergency Responder Communications Enhancement System (ERCES) .

A combination of components, RF-emitting devices, antennas, cables, power supplies, control circuitry, and programming installed at a specific location to improve wireless communications within the building and between on-scene first responders and communications centers.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 13:45:14 EST 2025

Committee Statement

Committee Statement: Adding a commonly used acronym for the system.

Response Message: FR-56-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 34-NFPA 1225-2025 [Section No. 3.3.93]

3.3.93* Private Branch Exchange (PBX).

A system designed to ~~connect to a local incumbent or competitive exchange carrier to~~ allow telephone calls to be distributed to extensions and to use a set of voice communication channels to make outbound calls.

A.3.3.93 Private Branch Exchange (PBX).

The PBX system was first developed to allow a private entity to connect the telephone company to many users, breaking the one-phone-to-one-phone-line ratio. Originally, this process was a manual one, in which a switchboard operator would answer an incoming call and, using a physical patch cord, connect the incoming caller to the desired extension. When users wanted to make either an outbound or intersystem call, they first had to notify the switchboard operator and verbally explain their request. As technology progressed, switchboard operators were replaced first by mechanical devices that could interpret a rotary dial and later by dual-tone multifrequency (DTMF).

A PBX also allows extension-to-extension telephone calls without connecting to the public switched telephone network. A PBX can utilize analog communications using plain-old-telephone service (POTS) over the public switched telephone network or be digital and use IP. A digital PBX can utilize on site hardware or be cloud based.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Wed Jan 15 14:57:53 EST 2025

Committee Statement

Committee Statement: The definition was updated to be consistent with industry practices. A PBX can be provided by other communications center or internet providers besides incumbents and CLECs. The annex was updated to add content better encompasses new offerings in PBX market that are IP or cloud based.

Response Message: FR-34-NFPA 1225-2025

[Public Input No. 94-NFPA 1225-2024 \[Section No. 3.3.93\]](#)

[Public Input No. 99-NFPA 1225-2024 \[Section No. A.3.3.93\]](#)

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 37-NFPA 1225-2025 [New Section after 3.3.101]

3.3.102 Public Safety Communications System.

A system that provides communications coverage for use by emergency responders within the jurisdictional area.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Wed Jan 15 15:16:51 EST 2025

Committee Statement

Committee Statement: The definition was added to provide a definition to a term added in 18.1. The term was left generic in order to accommodate alternate technologies other than radio enhancement system that might be applicable to an emergency response scenario.

Response Message: FR-37-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 38-NFPA 1225-2025 [New Section after 3.3.103]

3.3.104 Qualified Personnel.

A competent and capable person who has met the individual requirements and training for a given field acceptable to the authority having jurisdiction.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Wed Jan 15 15:33:59 EST 2025

Committee Statement

Committee Statement: Provide clarification for new term added in Chapter 18.

Response Message: FR-38-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 35-NFPA 1225-2025 [New Section after 3.3.107]

3.3.110* Remote Access.

Communications between an ERCES and an offsite endpoint for the purpose of monitoring and maintaining the system or disabling the system to prevent harmful noise and interference.

A.3.3.110 Remote Access.

Remote access includes but is not limited to a continuous connection via laptop computers, cellular handheld devices, cloud-based systems, applications, and/or other similar equipment or software. Remote access to emergency responder communication enhancement systems can be utilized by the frequency license holder(s) for contingency purposes of possibly shutting down active RF emitting device(s) causing issues with the harmful noise and interference. Additionally, system integrators can utilize remote access to monitor and maintain the system to ensure continued operational capability.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Wed Jan 15 15:08:28 EST 2025

Committee Statement

Committee Statement: The definition clarifies remote access utilized for ERCES system.

Response Message: FR-35-NFPA 1225-2025

Public Input No. 40-NFPA 1225-2024 [New Section after 3.3.107]

Public Input No. 42-NFPA 1225-2024 [New Section after A.3.3.107]

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihns, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.

**First Revision No. 36-NFPA 1225-2025 [New Section after 3.3.107]****3.3.111*** Remote Access Shutdown.

Disabling the active RF emitting device(s) of the emergency responder communication enhancement system via remote access.

A.3.3.111 Remote Access Shutdown.

Remote shutdown of an emergency responder communication enhancement system can be performed for the purpose of eliminating harmful noise and interference to the public safety macro network.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Wed Jan 15 15:12:13 EST 2025

Committee Statement

Committee Statement: This definition was added to provide clarification for remote access shutdown functionality for ERCES.

Response Message: FR-36-NFPA 1225-2025

Public Input No. 41-NFPA 1225-2024 [New Section after 3.3.109]

Public Input No. 43-NFPA 1225-2024 [New Section after A.3.3.108]

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.

**First Revision No. 59-NFPA 1225-2025 [Section No. 3.3.120]****3.3.124** Stored Emergency Power Supply System (SEPSS).

A system consisting of ~~an uninterruptible power supply (a UPS)~~, a rectifier plant, or a motor generator powered by a stored electrical energy source; a transfer switch designed to monitor preferred and alternate load power sources and provide desired switching of the load; and all necessary control equipment to make the system functional. [111,2022 2025]

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 13:54:08 EST 2025

Committee Statement

Committee Statement: Updating the Extract to match the source document.

Response Message: FR-59-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.

**First Revision No. 60-NFPA 1225-2025 [Section No. 3.3.122]****3.3.126** Supervisor.

An individual responsible for overseeing the performance or activity of other members.

[~~1021~~ 1020, ~~2020~~ 2025]

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 13:55:10 EST 2025

Committee Statement

Committee Statement: Updating the Extract tag to match the source document. NFPA 1021 was consolidated to NFPA 1020 as part of the NFPA ERRS Consolidation Project.

Response Message: FR-60-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters
4 Not Returned
5 Affirmative All
0 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Porter, Michelle
Szoc, Paul
Weihs, Kurt
Winstead, John C.

Affirmative All

Dornseif, III, Jay
Gurian, Jason P.
Heinze, April
Kilby-Richards, Jacklyn
McClintock, Robert W.



First Revision No. 61-NFPA 1225-2025 [Section No. 3.3.125]

3.3.129 Task.

A specific job behavior or activity. [~~1002~~ 1010 ,~~2017~~ 2024]

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 13:56:00 EST 2025

Committee Statement

Committee Statement: Updating the Extract tag to match the source document. NFPA 1002 was consolidated to NFPA 1010 as part of NFPA ERRS Consolidation Project.
Response Message: FR-61-NFPA 1225-2025

Ballot Results

✓ This item has passed ballot

9 Eligible Voters
4 Not Returned
5 Affirmative All
0 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Porter, Michelle
Szoc, Paul
Weihs, Kurt
Winstead, John C.

Affirmative All

Dornseif, III, Jay
Gurian, Jason P.
Heinze, April
Kilby-Richards, Jacklyn
McClintock, Robert W.



First Revision No. 67-NFPA 1225-2025 [Section No. 4.3.2]

4.3.2*

Establish secure communications with the service requester, given ~~a~~ communication ~~device equipment, call processing protocols~~, a means of collecting information, and a work station, so that a communication link with the requester is achieved.

A.4.3.2

Call processing protocols can be any of the following:

- (1) Call processing guidelines
- (2) Standard operating procedures
- (3) Emergency dispatch protocol
- (4) Standard operating guidelines

(A)* Requisite Knowledge.

Verbal communications ~~process~~ and all other communication modality processes.

A.4.3.2(A)

For additional information on the ~~verbal~~ communication process, see Annex D.

This can include text messages, visual data (video or images), social media, fire alarms, gun shot detection systems, and other automated data.

(B)* Requisite Skills.

~~Operation and basic troubleshooting of~~ The ability to operate the communications systems and devices and application of communication modalities including verbal and listening skills in order to obtain accurate information.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 14:25:23 EST 2025

Committee Statement

Committee Statement: The given statement was updated to reflect various communication equipment available. Call processing protocols were added to recognize that the individual is provided with the adequate means of processing the calls for service.

Requisite Knowledge was updated to recognize that there are various methods for receiving calls for service (communication modalities).

Requisite Skills were updated to remove troubleshooting since, troubleshooting would not be part of the Standard Operating Procedure for the individual. Communication

Modalities was added to recognize various other means of capturing the information.

Response FR-67-NFPA 1225-2025
Message:

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 68-NFPA 1225-2025 [Sections 4.3.3, 4.3.4]

4.3.3

Collect pertinent information, given a request for service, so that accurate information regarding the request is obtained.

(A)* Requisite Knowledge.

Local area dispatch protocol system(s) as defined by the AHJ.

(B)* Requisite Skills.

Controlling The ability to control the conversation utilizing established questioning and active listening techniques, to communicate effectively using all communication modalities provided by the AHJ, and to utilize mapping tools and geography information system (GIS) to accurately locate the event.

A.4.3.3(B)

This could also include managing situations such as excited or hysterical callers, callers speaking foreign languages, suicidal callers, and other calls requiring special handling, including mass casualty and weapons of mass destruction incidents.

The Americans with Disabilities Act (ADA) requires equal access to emergency services by individuals with speech and hearing impairments. This most often takes the form of a TDD/TTY or text phone using Baudot tone or ASCII code. Other nonverbal devices include computers, digital terminals, analog devices, alarm systems, fax machines, and other mechanical or electronic media.

Examples of mapping tools include navigational charts and mapping software, What3Words, and other applicable applications.

4.3.4

~~Utilize nonverbal communications, given a request for service through a communications device, so that accurate information regarding the request is obtained.~~

~~**(A) Requisite Knowledge:**~~

~~Nonverbal communication protocols:~~

~~**(B) Requisite Skills:**~~

~~Use of nonverbal communication devices:~~

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
4.3.3 _ - Terra_Update.docx		
1225_FR-68_4.3.3_4.3.4_PST_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 14:54:35 EST 2025

Committee Statement

Committee Statement: The requisite skills section was updated to include other communication modalities other than verbal communication to recognize other means of calls for service. Since this section recognizes other communication modalities, section 4.3.4 (nonverbal communications) was removed to avoid redundancy. The annex language from 4.3.4 was moved to relevant sections in 4.3.3. The requisite skills was updated to include locational information since it is important to determine on how to respond the event.

Response Message: FR-68-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters
4 Not Returned
5 Affirmative All
0 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Porter, Michelle
Szoc, Paul
Weihs, Kurt
Winstead, John C.

Affirmative All

Dornseif, III, Jay
Gurian, Jason P.
Heinze, April
Kilby-Richards, Jacklyn
McClintock, Robert W.



First Revision No. 77-NFPA 1225-2025 [Section No. 4.4.2]

4.4.2

Prepare records of public safety services requests, given request for service, agency policies, procedures, guidelines, and resources, so that the record is correct, complete, and concise.

(A) Requisite Knowledge.

Policies, procedures, guidelines, and protocols established by the AHJ.

(B) Requisite Skills.

~~Application of basic~~ The ability to apply language and writing skills, interpreting and condensing information, ~~basic~~ computer skills, ~~keyboarding, mousing, typing skills,~~ and legible handwriting.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Mon Jan 27 09:58:22 EST 2025

Committee Statement

Committee Statement: The requisite skills was modified to comply with Manual of Style. The word “basic” was removed from language and computer skills. Since keyboard, mouse and typing skills are computer skills, these redundant terms were removed. The given was updated to include request for service to indicate that the telecommunicator needs to be aware of the emergency scenario being processed.

Response Message: FR-77-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.

**First Revision No. 78-NFPA 1225-2025 [Section No. 4.4.3]****4.4.3**

Utilize information provided by a service requester, given the policies, procedures, protocols, and guidelines of the agency, so that the request is accurately categorized and prioritized.

(A)* Requisite Knowledge.

Incident ~~categories~~ categorization, priority levels, and identification of potential threats, risks, and hazards.

(B) Requisite Skills.

~~Basic comprehension and problem solving.~~ The ability to comprehend and provide situational awareness.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Mon Jan 27 10:07:47 EST 2025

Committee Statement

Committee Statement: Protocols were added to given statement to highlight that emergency service protocols can be available to assist the telecommunicator to assess the situation. Requisite knowledge was updated to incident categorization since it accurately captures what is being reported. The skills were updated to clarify the intent.

Response Message: FR-78-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 79-NFPA 1225-2025 [Section No. 4.4.4]

4.4.4*

Determine incomplete, conflicting, or inconclusive information or data, given agency policies, procedures, guidelines, protocols, and resources, so that an appropriate allocation of resources is selected.

(A) Requisite Knowledge.

Available resources, agency jurisdictions, and boundaries.

(B) Requisite Skills.

~~Reading maps and charts and applying a global positioning system (GPS) to existing maps and resource lists.~~ The ability to interrogate and receive information, verify the available information, and identify abnormalities in the incoming report.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Mon Jan 27 10:19:05 EST 2025

Committee Statement

Committee Statement: The statement in “so that” is updated to clarify that appropriate resources are allocated. The requisite skills was updated to remove location information since it is not associated with the task (determining incomplete information). It was updated to provide relevant skills to determine incomplete information.

Response Message: FR-79-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 80-NFPA 1225-2025 [Section No. 4.4.5]

4.4.5

~~Notify correct personnel about addition, deletion, and correction of data~~ Document the status change in the narrative , given agency policies, procedures, guidelines, ~~and~~ protocols, ~~so that documents, files, databases, maps, and resource lists are accurately maintained and updated information from a service requestor, so that the updated information is disseminated to the Telecommunicator II .~~

(A) Requisite Knowledge.

~~Familiarity~~ Proficient with maps, GIS, CAD, databases, and resource lists.

(B) Requisite Skills.

~~Basic writing skills, legible handwriting, and basic computer skills.~~ The ability to accurately document the updated information.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Mon Jan 27 10:24:33 EST 2025

Committee Statement

Committee Statement: The task was updated to clarify that the telecommunicator I would be documenting the change since Section 4.4 concerns Processing Requests. The given statement was updated to include the updated information from the service requestor. The so that was updated to reflect what needs to be achieved with the task. Requisite knowledge was updated to include additional tools for the telecommunicator to be familiar with. The requisite skills was updated to accurately reflect the required skills.

Response Message: FR-80-NFPA 1225-2025

Ballot Results

✔ This item has passed ballot

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihns, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 81-NFPA 1225-2025 [Section No. 4.5.1]

4.4.6

~~Relay~~ Render instructions, information, and directions to the service requester, given ~~agency protocols, policies, and procedures, guidelines, and protocols,~~ so that information appropriate to the incident is consistent with ~~agency protocols, policies, and procedures, guidelines, and protocols and that~~ results in resolution, referral, or response.

(A)* Requisite Knowledge.

~~Availability of resources~~ Emergency dispatch protocols , policies, ~~and or~~ procedures regarding prearrival instructions and other resources .

(B)* Requisite Skills.

~~Voice~~ The ability to provide instructions, call control, provide directions, route callers problem solving , and operate communication devices using various communication modalities .

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1225_FR-81_4.5.1_PST_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Mon Jan 27 10:48:47 EST 2025

Committee Statement

Committee Statement: This section was relocated from section 4.5 to 4.4 since the task is associated with call processing. The task was updated to “render” to be consistent with NFPA Manual of Style. Given statement was reorganized by priority. The so that statement was reorganized by priority. The requisite knowledge was updated to include emergency dispatch protocols. The requisite skills was updated to clarify the skills.

Response Message: FR-81-NFPA 1225-2025

Ballot Results

✓ This item has passed ballot

9 Eligible Voters
 4 Not Returned
 5 Affirmative All
 0 Affirmative with Comments
 0 Negative with Comments
 0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 74-NFPA 1225-2025 [Section No. 4.5.2]

4.5.1*

~~Relay information to Notify~~ other public safety telecommunications personnel or entities, given processed data, so that accurate information regarding the request for service is provided.

(A) Requisite Knowledge.

~~Polices~~ Protocols, policies, procedures, or guidelines as determined by the AHJ.

(B) Requisite Skills.

~~Voice control, verbal skills, and basic computer skills~~ The ability to disseminate information and coordination of resources.

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Fri Jan 24 08:56:33 EST 2025

Committee Statement

Committee Statement: The task was updated to comply with the NFPA Manual of Style. The requisite knowledge was updated to include protocols. The skills was updated to include the skills required for relaying the information as required.

Response Message: FR-74-NFPA 1225-2025

Ballot Results

✓ This item has passed ballot

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 75-NFPA 1225-2025 [Section No. 4.5.3]

4.5.2

Respond to requests for information, given an inquiry from the public or the media, so that the policies, and procedures, ~~and guidelines~~ are followed.

(A) Requisite Knowledge.

Policies, or procedures, ~~or guidelines~~ as determined by the AHJ.

(B) Requisite Skills.

~~Verbal and written skills~~ The ability to provide clear and concise information to the requestor .

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Fri Jan 24 09:04:56 EST 2025

Committee Statement

Committee Statement: The skills was updated to clarify the requirements. Guidelines was removed from “so that” and requisite knowledge since clear information needs to be provided to the requestors.

Response Message: FR-75-NFPA 1225-2025

Ballot Results

✓ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 76-NFPA 1225-2025 [Section No. 4.6]

4.6 Fellow-Employee Exhibiting Signs and Symptoms of Emotional and Behavioral Distress Peer Well-Being .

4.6.1

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

~~(A) Requisite Knowledge:~~

~~Emotional and behavioral health distress signs and symptoms, such as anxiety, stress, depression, addictions, or suicidal thoughts or behaviors; knowledge of the programs within the department or within the community, including, but not limited to, employee assistance programs (EAP), community mental health programs, chaplains, and the National Suicide Prevention Lifeline to help an individual when emotional or behavioral health distress is noticed; and how to listen and when to communicate.~~

~~(B) Requisite Skills:~~

~~The ability to approach an individual exhibiting signs of emotional or behavioral distress; to use empathic and listening skills; and to refer an individual to an EAP, community mental health program, chaplain, the National Suicide Prevention Lifeline, or an individual trained in emotional and behavioral health.~~

4.6.2

Identify the actions that must be taken for peer-related physical, medical, or behavioral health problems, given a situation requiring assistance and peer assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.

(A) Requisite Knowledge.

Signs and symptoms of peer-related problems (such as physical, medical, or behavioral health issues), national death and injury statistics, suicide prevention initiatives, member safety and wellness initiatives, agency policies, development of personnel resiliency, causes of personnel stress, signs and symptoms of behavioral and emotional distress, adverse effects of stress on personnel performance, aspects of the employee assistance program (EAP), and the importance of physical fitness and a healthy lifestyle to the performance of duties.

(B) Requisite Skills.

The ability to communicate and recommend a course of action for a peer in need of assistance.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
4.6 _ _ Terra _Update.docx		

1225_FR-76_4.6_PST_legislative_changes.docx

for prod use

Submitter Information Verification

Committee: PQU-PST**Submittal Date:** Fri Jan 24 09:08:36 EST 2025

Committee Statement

Committee Statement: The title of the section is updated to provide concise indication of the duty. The description was added to clarify what the scope of the duty is.

The section was updated to provide a concise requirement for the section.

Response Message: FR-76-NFPA 1225-2025

Ballot Results

✔ This item has passed ballot

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 62-NFPA 1225-2025 [Section No. 10.2]

10.2 Program Management.

10.2.1

Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

[~~1041~~ 1020 :5.2.3]

(A) Requisite Knowledge.

AHJ budget policy, resource management, needs analysis, sources of instructional materials, and equipment. [~~1041~~ 1020 :5.2.3(A)]

(B) Requisite Skills.

Resource analysis and preparation of supporting documentation. [~~1041~~ 1020 :5.2.3(B)]

10.2.2

Gather training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to AHJ policy. [~~1041~~ 1020 :5.2.4]

(A) Requisite Knowledge.

AHJ policies, purchasing procedures, and budget. [~~1041~~ 1020 :5.2.4(A)]

(B) Requisite Skills.

Records completion. [~~1041~~ 1020 :5.2.4(B)]

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 13:58:19 EST 2025

Committee Statement

Committee Statement: Updating the Extract tags to match the source document. NFPA 1041 was consolidated to NFPA 1020 as part of NFPA ERRS Consolidation Project.

Response Message: FR-62-NFPA 1225-2025

Ballot Results

✓ This item has passed ballot

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 63-NFPA 1225-2025 [Section No. 10.3.1]

10.3.1

Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so that learning objectives, a lesson outline, course materials, instructional technology tools, an evaluation plan, and learning objectives for the topic are addressed. [~~1041~~ 1020 :5.3.2]

(A) Requisite Knowledge.

Elements of a lesson plan, components of learning objectives, instructional methodology, student-centered learning, methods for eliminating bias, types and application of instructional technology tools and techniques, copyright law, and references and materials.
[~~1041~~ 1020 :5.3.2(A)]

(B) Requisite Skills.

Conduct research, develop behavioral objectives, assess student needs, and develop instructional technology tools; lesson outline techniques, evaluation techniques, and resource needs analysis. [~~1041~~ 1020 :5.3.2(B)]

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 13:59:59 EST 2025

Committee Statement

Committee Statement: Updating the Extract tags to match the source document. NFPA 1041 was consolidated to NFPA 1020 as part of NFPA ERRS Consolidation Project.
Response Message: FR-63-NFPA 1225-2025

Ballot Results

✔ This item has passed ballot

9 Eligible Voters
4 Not Returned
5 Affirmative All
0 Affirmative with Comments
0 Negative with Comments
0 Abstention

Not Returned

Porter, Michelle
Szoc, Paul
Weihs, Kurt
Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 64-NFPA 1225-2025 [Section No. 10.4.4]

10.4.4

Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achievement of AHJ and instructional goals. [~~1041~~ **1020** :6.2.4]

(A) Requisite Knowledge.

AHJ policies regarding staff selection, instructional requirements, selection methods, the capabilities of instructional staff, and agency goals. [~~1041~~ **1020** :6.2.4(A)]

(B) Requisite Skills.

Evaluation techniques and interview methods. [~~1041~~ **1020** :6.2.4(B)]

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 14:01:12 EST 2025

Committee Statement

Committee Statement: Updating the Extract tags to match the source document. NFPA 1041 was consolidated to NFPA 1020 as part of NFPA ERRS Consolidation Project.

Response Message: FR-64-NFPA 1225-2025

Ballot Results

✓ This item has passed ballot

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 65-NFPA 1225-2025 [Section No. 10.5.1]

10.5.1

Administer a training record system, given AHJ policy and type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed. [~~1041~~ 1020 :6.2.2]

(A) Requisite Knowledge.

AHJ policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record keeping, and disclosure of information. [~~1041~~ 1020 :6.2.2(A)]

(B) Requisite Skills.

Development of records and report generation. [~~1041~~ 1020 :6.2.2(B)]

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Jan 23 14:02:24 EST 2025

Committee Statement

Committee Statement: Updating the Extract tags to match the source document. NFPA 1041 was consolidated to NFPA 1020 as part of NFPA ERRS Consolidation Project.

Response Message: FR-65-NFPA 1225-2025

Ballot Results

✓ This item has passed ballot

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.

**First Revision No. 66-NFPA 1225-2025 [Section No. 10.6]****10.6 Evaluation and Testing.****10.6.1**

Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives. [~~1044~~ 1020 :5.5.2]

(A) Requisite Knowledge.

Evaluation methods, evaluation instrument development, and assessment of validity and reliability. [~~1044~~ 1020 :5.5.2(A)]

(B) Requisite Skills.

Evaluation item construction and assembly of evaluation instruments. [~~1044~~ 1020 :5.5.2(B)]

10.6.2

Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback on instructional methods, communication techniques, learning environment, course content, and student materials. [~~1044~~ 1020 :5.5.3]

(A) Requisite Knowledge.

Training evaluation methods. [~~1044~~ 1020 :5.5.3(A)]

(B) Requisite Skills.

Development of training evaluation forms. [~~1044~~ 1020 :5.5.3(B)]

10.6.3

Analyze student evaluation instruments, given test data, objectives, and AHJ policies, so that validity and reliability are determined and necessary changes are made. [~~1044~~ 1020 :6.5.5]

(A) Requisite Knowledge.

AHJ policies and applicable laws, test validity, reliability, and item analysis methods. [~~1044~~ 1020 :6.5.5(A)]

(B) Requisite Skills.

Item analysis. [~~1044~~ 1020 :6.5.5(B)]

10.6.4

Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following AHJ policies. [~~1044~~ 1020 :6.2.5]

(A) Requisite Knowledge.

Evaluation methods, employment laws, AHJ policies, staff schedules, and job requirements. [~~1044~~ 1020 :6.2.5(A)]

(B) Requisite Skills.

Evaluation techniques, scheduling, technical writing. [~~1044~~ 1020 :6.2.5(B)]

10.6.5

Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures. [~~1044~~ 1020 :6.2.8]

(A) Requisite Knowledge.

Statistical analysis and AHJ goals. [~~1041~~ **1020** :6.2.8(A)]

(B) Requisite Skills.

Presentation skills and report preparation following AHJ guidelines. [~~1041~~ **1020** :6.2.8(B)]

10.6.6

Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified. [~~1041~~ **1020** :6.5.4]

(A) Requisite Knowledge.

Evaluation methods and AHJ goals. [~~1041~~ **1020** :6.5.4(A)]

(B) Requisite Skills.

Construction of evaluation instruments, technical writing. [~~1041~~ **1020** :6.5.4(B)]

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Ballot Results

✔ **This item has passed ballot**

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 82-NFPA 1225-2025 [Chapter B]

Annex B ~~Explanation of the Understanding~~ Professional Qualifications Standards and ~~Concepts of Job Performance Requirements~~ (JPRs).

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

B.1 Definitions.

Accrediting Body. A voluntary, nongovernmental association that administers accrediting procedures for entities that certify individuals to fire service professional qualifications standards, or programs granting degrees in nonengineering fire/emergency services-related fields. [1000, 2022]

Certifying Entity. An organization that is accredited to award certification to individuals. [1000, 2022]

Cognitive Assessment Methodology. Cognitive written (knowledge) assessment methodology is used to evaluate a candidate's subject matter knowledge using a written test in which the candidate is required to provide specific answers to specific questions related to the job performance requirement (JPR), requisite knowledge (RK), or requisite skill (RS), of the standard and level to which the candidate is seeking certification. These responses are then securely scored in relation to the answer that has been determined to be correct through the local validation process.

Document Review. A process by which records are evaluated by an accredited agency to ensure a candidate meets RK and RS prior to, or concurrent with, JPR evaluation. This process can be used in lieu of testing the RK or RS. The following can be utilized to fulfill RK and RS under a document review protocol: certifications (accredited or nonaccredited), proof of completion of training (course completion or training records), licenses (FAA, EMS, others), experience (life learning), or other (subject to stakeholder approval).

Educators. Individuals and/or groups that provide instruction in a higher educational environment. This includes vocational/technical schools, community colleges, and colleges/universities, for the purpose of providing courses that satisfy degree or certificate requirements.

Portfolio Verification. A process used to determine compliance with the JPRs or objectives of the appropriate standard/level by verifying documentation of the candidate's experience, training, and education. A list of acceptable documents or items for each JPR would be predetermined. Examples include coursework at an educational center, participation in a certain number of investigations, and testifying at court.

Publisher. An organization that produces and/or releases for distribution textbooks, curricula, test items, and so forth in multiple media formats for education and training purposes.

Process Assessment Methodology. Used to evaluate a candidate's ability to use mental activity to perform a cognitive skill. An evaluator cannot directly observe this mental process. The trained evaluator grades the student in real time, using identified scoring criteria such as a rubric that can facilitate interrater reliability by allowing the evaluator to differentiate consistently between different degrees of candidate performance. There could be more than one acceptable outcome.

Product Assessment Methodology. Used to evaluate a candidate's ability to perform a cognitive skill that cannot be directly observed but is evaluated on how an individual completes the task outcome. The student is given an assignment that requires the application of knowledge to yield a product. A trained evaluator scores this product after it is submitted. The product is graded using identified scoring criteria such as a rubric.

Psychomotor Assessment Methodology. Used to evaluate a candidate's ability to perform physical tasks in a real-time skills performance evaluation. Candidates are required to correctly perform the physical task/skill identified by the critical components of the JPR and are evaluated on their directly observed performance. Correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.

Requisite Knowledge and Requisite Skills (RK and RS). The necessary knowledge and skills the individual should have prior to or concurrently with being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Recertification. The process by which an individual maintains proficiency or certifies again, prior to the expiration of his/her certification. [1000, 2022]

Renewal. The process by which an individual certifies again, after the expiration of his/her certification. [1000, 2022]

Rubric. A scoring guide used to evaluate the quality of candidates' constructed responses listing as a minimum the criteria or characteristics that a candidate's performance should exhibit and describing specific quality levels for those criteria.

Trainer. Individuals or groups that provide instruction of knowledge and skills in a technical and/or vocational environment. This includes state fire training systems, county/regional training systems, and local fire department training units, for the purpose of providing basic and advanced level training.

B.2 ~~Explanation of the~~ Professional Qualifications Standards and the Concepts of Job Performance Requirements (JPRs) .

The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for emergency services personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

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

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

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do to perform and achieve that duty.

B.3 The Parts of a JPR.

B.3.1 Critical Components.

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

- (1) Task to be performed, partial description using an action verb (See *Figure B.3.1 for examples of action verbs used in the creation of JPRs.*)
- (2) Tools, equipment, or materials that are to be provided to complete the task
- (3) Evaluation parameters and performance outcomes

Figure B.3.1 Examples of Action Verbs.

Table B.3.1 gives an example of the critical components of a JPR.

Table B.3.1 Example of a JPR

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

B.3.1.1 The Task to Be Performed.

The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished. The action verb must be used in context with the rest of the JPR.

B.3.1.2 Tools, Equipment, or Materials That Should Be Provided for Successful Completion of the Task.

This component ensures that all the individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator should know what will be provided in order for the individual to complete the task.

B.3.1.3 Evaluation Parameters and Performance Outcomes.

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

B.3.2 Requisite Knowledge and Skills.

In addition to ~~these the~~ three components of a JPR, ~~a JPR describes there are~~ requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual ~~should would~~ have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.3.3 Examples.

With the components and requisites combined, a JPR might be similar to the two examples in B.3.3.1 and B.3.3.2.

B.3.3.1 Example: Firefighter I.

~~Perform overhaul at~~ Overhaul a fire scene, given PPE, an attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished. [**1010: 6.3.13**]

(A) Requisite Knowledge.

~~Knowledge of types~~ Types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, obvious signs of area of origin or signs of arson, and reasons for protection of fire scene. [**1010: 6.3.13(A)**]

(B) Requisite Skills.

The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment. [**1010: 6.3.13(B)**]

B.3.3.2 Example: Fire and Life Safety Educator II.

Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all ~~the~~ program needs. [**1030: 10.2.1**]

(A) Requisite Knowledge.

~~Knowledge of budgetary~~ Budgetary process; governmental accounting procedures; federal, ~~tribal,~~ state, and local laws; organizational bidding process; and organization purchase requests. [**1030: 10.2.1(A)**]

(B) Requisite Skills.

~~The ability to estimate~~ Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests. [**1030: 10.2.1(B)**]

B.4 ~~Potential Uses for JPRs~~ The Use of JPRs by Primary Stakeholders .

B.4.1 Accrediting Bodies.

The accrediting body utilizes JPRs to establish the minimum criteria a certifying entity can utilize in the evaluation of certification candidates at a specific job level.

The accrediting body should also assure the certifying body assesses the JPRs in a manner consistent with the entity's approved methodologies and the requirements found in NFPA 1000 .

B.4.2 Certification Entities .

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

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

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

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

This performance-based evaluation would utilize assessment methodologies such as cognitive, psychomotor, product, and process. Other assessment methodologies could be utilized if approved by the accrediting body.

Portfolio verification is not an assessment methodology and can be utilized to fulfill some or all JPRs.

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPR in order to complete the task.

Table B.4.2 provides examples of how assessment methodologies can be utilized by a certifying body.

Table B.4.2 Assessment Methodology Sample Utilization

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Methodology is Likely... Method</u>
Knowledge/facts <i>Action verb examples:</i> identify, define, list, cite, state, choose, name	A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs <i>Examples:</i> multiple choice, sequencing, true/false, fill-in-the-blank	Responses are scored in relation to the answer that has been determined to be correct.	Cognitive
A manipulative skill in real time <i>Action verb examples:</i> climb, build, perform, raise, haul, don	A skills test to evaluate a candidate's ability to perform physical tasks in real time <i>Examples:</i> donning SCBA, raising ladders, tying rescue knots	The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.	Psychomotor (skills)
A cognitive skill that cannot be directly observed; the application of knowledge to yield a product <i>Action verb examples:</i> develop, create, write	A work product created by the candidate usually outside of the classroom setting <i>Examples:</i> creating a budget, report, proposal, lesson plan, incident action plan	Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission. Used to differentiate consistently between different degrees of candidate performance.	Product

<u>Assessment of...</u>	<u>How Assessed?</u>	<u>How Scored?</u>	<u>Methodology is Likely... Method</u>
A mental activity to perform a cognitive skill in real time that cannot be directly observed <i>Action verb examples:</i> inspect, investigate	Candidate performs the activity in the presence of the evaluator; the verbalization of mental thought <u>with the explanation of mental thought, as necessary.</u> <i>"First, I..., then I..., " etc.</i> <i>Examples:</i> performing an inspection, conducting an investigation	Scoring rubric with questions and expected verbal responses. Used to differentiate consistently between different degrees of candidate performance.	Process
Documentation of the candidate's experience, training, and education against all JPRs <i>Action verb examples:</i> attend, participate, testify	A list of acceptable documents or items for each and every JPR <i>Examples:</i> coursework at training or college, participation in a certain number of investigations, testifying at court	This portfolio is evaluated using criteria that have been identified by the agency.	Portfolio

B.4.3 Curriculum Development and Training Design and Evaluation (Publishers, Trainers, and Educators) .

Publishers develop training materials for the fire and emergency service organizations including but not limited to certification test items and JPR correlation tables. They convert JPRs into instructional objectives and develop content to meet the intent of the standard and the training needs of the intended audience. Requisite knowledge and skills are converted into terminal and enabling objectives that define the material's content.

The publisher's goal is to best meet the training needs by publishing materials that meet the intent of the applicable standard. Subject matter experts (authors) use the objectives developed from the JPR as a roadmap to develop content. Review and validation of the material ensures the appropriate objectives to support those developed by training entities. Textbook content includes best practices within the fire and emergency services and the most up-to-date technology.

The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These statements ~~should~~ would be converted into instructional objectives with behaviors, conditions, and the degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are used to identify what students ~~should~~ would do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors would be able to clarify performance expectations and avoid confusion caused by ~~the use of~~ using statements designed for purposes other than teaching. Instructors would also be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

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

B.4.3.1 Example: Converting a Firefighter I JPR into an Instructional Objective.

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

~~JPR: Perform overhaul at~~ Overhaul a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

~~Instructional Objective (Cognitive): The Firefighter I will identify~~ Identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

~~Instructional Objective (Psychomotor): The Firefighter I will demonstrate~~ Demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

B.4.3.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective.

~~This~~ These instructional objective is ~~just one~~ objectives are two of several instructional objectives that ~~could~~ would be written to support the terminal objective based on the JPR.

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

~~Instructional Objective (Cognitive): The Fire and Life Safety Educator II will list~~ List and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

~~Instructional Objective (Psychomotor Process): The Fire and Life Safety Educator II will lead~~ Lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

B.5 Other Uses for JPRs.

While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs; as well as ~~a number of~~ other potential uses. These areas might include the following:

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

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- B.6.1** References for Extracts.
- NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2022 edition.
- NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024 edition.
- NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
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Ballot Results

✔ This item has passed ballot

- 9 Eligible Voters
- 4 Not Returned
- 5 Affirmative All
- 0 Affirmative with Comments
- 0 Negative with Comments
- 0 Abstention

Not Returned

Porter, Michelle
Szoc, Paul
Weihs, Kurt
Winstead, John C.

Affirmative All

Dornseif, III, Jay
Gurian, Jason P.
Heinze, April
Kilby-Richards, Jacklyn
McClintock, Robert W.



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Annex C An Overview of JPRs for Public Safety Telecommunications Personnel (NFPA 1061)

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

C.1 Public Safety Telecommunications Personnel.

The matrices shown in Table C.1 are included to provide the user of the standard with an overview of the JPRs and the progression of the various levels found in the document. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

Table C.1 Overview of JPRs for Public Safety Telecommunications Personnel

Telecommunicator I	Telecommunicator II	Incident/Tactical Dispatcher
Receiving Requests for Service		Knowledge of NIMS/ICS
4.3.2 Establish secure communications with the service requester, given a communication device equipment, call processing protocols , a means of collecting information, and a work station, so that a communication link with the requester is achieved.	5.2.2 Monitor public safety radio systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator II is identified.	6.2.1 Determine how to use a resource designation system, given an incident or planned event utilizing ICS and the NIMS/ICS, <i>Emergency Responder Field Operations Guide</i> , so that equipment typing and numbering are understood and the appropriate resources are used.
4.3.3 Collect pertinent information, given a request for service, so that accurate information regarding the request is obtained.	5.2.3 Monitor electronic data systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator II is identified.	6.2.2 Prepare ICS forms, given an incident or planned event utilizing ICS and the NIMS/ICS, <i>Emergency Responder Field Operations Guide</i> , so that all interactions within the communications unit are documented accurately.
4.3.4 Utilize nonverbal communications, given a request for service through a communications device, so that accurate information regarding the request is obtained.	5.2.4 Monitor alarm systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator II is identified.	6.2.3 Utilize incident action plans (IAPs), given an incident or planned event utilizing ICS, the NIMS/ICS, <i>Emergency Responder Field Operations Guide</i> , and the IAP for the incident or event, so that the ICS organization is understood, the safety messages are adhered to, the division or group assignments are identified, and the communications plan is followed.
		6.2.4 Recognize existing mutual or automatic aid agreements, given an incident or planned event utilizing ICS and any existing agreements or contracts for automatic and mutual aid, so that resources are utilized appropriately and in accordance with these agreements.
		Resource Ordering and Tracking
		6.3.1 Identify resource typing for aircraft, equipment, and overhead, given an incident or planned event utilizing ICS, the NIMS/ICS, <i>Emergency Responder Field Operations Guide</i> , and a list of resources assigned to the incident, so that all <u>the</u> resources are tracked as

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
		to their role or type and location and status.
4.4.2 Prepare records of public safety services requests, given <u>request for service</u> , agency policies, procedures, guidelines, and resources, so that the record is correct, complete, and concise.	5.3.2 Validate incident information, given a request for service; available resources; and agency policies, procedures, guidelines, and protocols, so that an appropriate response is determined and a resource allocation prepared.	6.3.2 Utilize a resource ordering system, given an incident or planned event utilizing ICS and access to a resource ordering system, so that all the resources and event activity are tracked and the status is correct and visible to the system.
4.4.3 Utilize information provided by a service requester, given the policies, procedures, <u>protocols</u> , and guidelines of the agency, so that the request is accurately categorized and prioritized.	5.3.3 Maintain location and status of units, given the resources available to the agency and utilizing the systems and equipment in the public safety communications center, so that the current availability, status, and safety of all deployable resources is known.	6.3.3 Work with outside agencies, given an incident or planned event utilizing ICS and a resource ordering system, so that all the participating agencies are aware of outstanding requests, pending requests, and requests that are unable to be filled.
4.4.4 Determine incomplete, conflicting, or inconclusive information or data, given agency policies, procedures, guidelines, protocols, and resources, so that an <u>appropriate</u> allocation of resources is selected.	5.3.4 Categorize alarm information, given signals, messages, codes, and data, so that the information is properly interpreted in preparation for the allocation of resources.	
4.4.5 Notify correct personnel about addition, deletion, and correction of data <u>Document the status change in the narrative</u> , given agency policies, procedures, guidelines, and protocols, <u>and</u> <u>updated information from a service requestor</u> , so that documents, files, databases, maps, and resource lists are accurately maintained <u>the updated information is disseminated to the telecommunicator II</u> .	5.3.5 Determine the priority of a service request, given information provided by other telecommunicators or field units and the agency policies, procedures, guidelines, and protocols, so that the priority of the request is defined.	
4.4.6 <u>Render instructions, information, and directions to the service requester, given protocols, policies, and procedures, so that information appropriate to the incident is consistent with protocols, policies, and procedures that result in resolution, referral, or response.</u>	5.3.6 Formulate a response, given the validated and prioritized request for service and the availability of deployable resources, so that the appropriate response is selected for the safety of responders.	
Disseminate Requests for Services		Response to Incidents

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
4.5.1 Relay instructions, information, and directions to the service requester, given agency policies, procedures, guidelines, and protocols, so that information appropriate to the incident is consistent with agency policies, procedures, guidelines, and protocols, and results in resolution, referral, or response.	5.4.1 Transmit and relay information or data to field units or other resources, given a request for service, that results in a notification for the response.	6.4.1 Assemble a travel kit, given knowledge of potential circumstances in which an Incident/Tactical Dispatcher will be placed, so that he or she is able to function effectively in the position under most circumstances.
4.5.2 4.5.1 Relay information to Notify other public safety telecommunications personnel or entities, given processed data, so that accurate information regarding the request for service is provided.	5.4.2 Initiate deployment of response units, given the validated and prioritized request for service and the agencies' telecommunications equipment, so that service request information is conveyed to units designated for response.	6.4.2 Obtain requests for assignment, given an incident or planned event, so that the location, order and request number, and any routing information is obtained.
4.5.3 4.5.2 Respond to requests for information, given an inquiry from the public or the media, so that the policies, and procedures, and guidelines are followed.	5.4.3 Relay service request information, given available resources and telecommunications equipment, so that all pertinent information is communicated to all responding units and agencies.	6.4.3 Identify travel plans, given an incident or planned event, so that means of travel are identified and the best route information is used.
	5.4.4 Gather supplemental information, given a service request, so that the current information is evaluated, prioritized, and relayed to response units or other personnel and agencies as needed.	6.4.4 Check in at an incident, given an incident or planned event, so that the individual is documented as being at the incident.
	5.4.5 Activate the community emergency action plan, given data indicating the likelihood or onset of a critical situation beyond the normal scope of operations, so that the implementation is timely and in accordance with agency policies, procedures, guidelines, and protocols.	
	5.4.6 Activate the public safety communication center emergency action plan, given internal emergency and agency policies, procedures, guidelines, and protocols, so that the integrity of the	

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
	communications system is maintained and the safety of communications center personnel is achieved.	
		Assume Position Responsibilities
		6.5.1 Determine readiness for assignment, given an incident or planned event, so that the individual is prepared to begin work as soon as is needed for the event.
		6.5.2 Show the availability and capabilities of resources, given an incident or planned event, so that the resources are able to function in the communications unit.
		6.5.3 Gather, update, and apply situational information, given an incident or planned event, so that all the resources are tracked and the individual is able to respond quickly and efficiently to situations that might arise.
		6.5.4 Build relationships with relevant personnel, given an incident or planned event, so that members of the communications unit can work as a team and so that other incident personnel are familiar with the needs of the communications unit.
		6.5.5 Show the ability to use the tools necessary to complete an assignment, given an incident or planned event, so that all equipment and other available resources are utilized to their maximum efficiency.
		Communicate as the Incident Directs
		6.6.1 Gather relevant information during briefings and debriefings, given an incident or planned event, so that the individual and communications unit is aware of the current and future situations and plans.
		6.6.2 Prepare documentation, given an incident or planned event, so that it is complete and the disposition is appropriate.
		6.6.3 Determine work expectations, given an incident or planned event and input from

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
		a supervisor, so that communications are effective and work is completed.
		Ensure Completion of Assigned Actions to Meet Identified Objectives
		6.7.1 React to situations, given an incident or planned event, so that the appropriate action is based on situational information and prescribed procedures.
		6.7.2 Explain position duties to on-coming shifts, given an incident or planned event, so that there is a continuity of authority and knowledge.
		6.7.3 Prepare for demobilization, given an incident or planned event, so that demobilization procedures are followed.
		Receiving Information
		6.8.1 Gather information by radio, given an incident or planned event, so that all pertinent information is obtained.
		6.8.2 Obtain information by telephone, given an incident or planned event, so that all pertinent information is gathered.
		6.8.3 Collect information in person, given an incident or planned event, so that all pertinent information is obtained.
		6.8.4 Paraphrase unit activity, given an incident or planned event, so that all appropriate ICS forms are completed in a timely manner.
		6.8.5 React to medical events, given an incident or planned event, so that all appropriate resources are dispatched and all appropriate personnel are notified.
		Processing Information
		6.9.1 Identify where information goes to people and agencies within and outside the incident, given an incident or planned event, so that the information is passed on quickly and efficiently.
		6.9.2 Identify information in weather reports, given an incident or planned event, so that the information can be passed on

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
		to the resources in the field when requested or directed.
		6.9.3 Recognize information in fire behavior reports and field interactions, given an incident or planned event, so that pertinent information contained in those reports on interactions can be relayed to personnel.
		Disseminating Information
		6.10.1 Record incident information, given an incident or planned event, so that the appropriate ICS forms are completed in an accurate and timely manner.
		6.10.2 Notify field resources of pertinent information via radio, telephone, or written message, given an incident or planned event, so that personnel are aware.

Fellow Employee Exhibiting Signs and Symptoms of Emotional and Behavioral Distress Peer Well-Being

4.6.1 4.6.2 Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting and policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidelines of the AHJ, communication is open, nonjudgmental awareness is retained, a department or community-based program is made accessible, and assistance is offered or an appropriate referral is initiated <u>the actions that must be taken for peer-related physical, medical, or behavioral health problems, given a situation requiring assistance and peer assistance policies and procedures, so that the situation is identified and the actions taken are within the</u>	5.5.1 Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting and policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidelines of the AHJ, communication is open, nonjudgmental awareness is retained, a department or community-based program is made accessible, and assistance is offered or an appropriate referral is initiated.	6.11.1 Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting and policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidelines of the AHJ, communication is open, nonjudgmental awareness is retained, a department or community-based program is made accessible, and assistance is offered or an appropriate referral is initiated.
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<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
<u>established policies and procedures</u> .		
Communications Training Officer	Communications Supervisor	Quality Assurance/Improvement Personnel
Personal Conduct	Human Resource Management	Review Calls for Service
7.2.1 Apply the AHJ's mission, given the mission statement and the principles of leadership as defined by the AHJ, so that duties are articulated both formally and informally.	8.2.1 Assign tasks or responsibilities to telecommunicators, given requests for service, so that all aspects of a request for service are handled in a proficient and professional manner.	9.2.1 Conduct random review of calls for service received by communication center members, given a request for service or assistance, so that the request is received and prioritized, safety considerations are addressed, and the desired outcomes are conveyed in accordance with the information management system utilized by the AHJ.
7.2.2 Project behavior, given the established code of ethics defined by the AHJ both formally and informally, so that the CTO serves as a role model.	8.2.2 Evaluate telecommunicator actions to identify performance problems, given a telecommunicator with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and so that the actions taken are within the established policies and procedures.	
7.2.3 Resolve conflicts, given established methods and procedures, so that disagreements are settled in a fair and objective manner for both parties.	8.2.3 Administer human resource policies and procedures, given a situation requiring action, so that the needs of the agency are met.	
	8.2.4 Coordinate the completion of assigned tasks and projects by telecommunicators, given a list of projects and tasks pursuant to job requirements, so that assignments meet agency objectives.	
Program Management	Community Relations	Feedback
7.3.1 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.	8.3.1 Initiate action on a citizen's question or concern, given policies and procedures, so that the question or concern is answered or referred to the correct individual for action and so that all policies and procedures are complied with.	9.3.1 Conduct a review of calls for service received by communication center members, given a call for service report, so that the desired outcomes are conveyed in accordance with the information management system utilized by the AHJ in a timely and accurate manner.

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
7.3.2 Review and adapt instructional materials, given the materials for a specific topic, target audience, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.		
7.3.3 Prepare documentation and a file management system as prescribed by the AHJ, given the need to track trainee performance, so that accurate records are able to be referenced.		
Instructional Delivery	Administration	Remediation
7.4.1 The delivery of instructional sessions, given prepared course materials and environments, so that learning objectives are met.	8.4.1 Recommend changes to existing departmental policies, given a departmental policy, so that the policy meets the agency's changing needs.	9.4.1 Recommend action for member-related problems requiring remediation training, 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.
7.4.2 Provide on-the-job training, given an operating telecommunications position that can accommodate both the trainer and trainee, so that the CTO can observe and intervene as needed while the trainee interacts in a "live" environment and performs the duties for which they are being trained.	8.4.2 Implement changes to departmental policies, given a new or changed departmental policy, so that the policy is communicated to and understood by telecommunicators.	
7.4.3 The delivery of continuing education, given prepared course materials, so that competency levels are maintained in a consistent fashion.	8.4.3 Conduct routine administrative functions, given forms and record-management systems, so that the reports and logs are complete and the files are maintained in accordance with policies and procedures.	
7.4.4 Schedule ride-along sessions with field personnel, given regular interaction with field units, so that the trainee gains insight into the duties, situations, and limitations experienced by the personnel who are being dispatched by that trainee.		

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
Evaluation and Testing	Equipment and Systems Operations	Data Management
7.5.1 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.	8.5.1 Monitor the operating systems and interfaces, given the relevant policies, procedures, and monitoring tools, so that there is no degradation or interruption in service to ensure the continuity of operations.	9.5.1 Collect calls for service data, given the goals and mission of the organization, so that communication center reports are timely and accurate.
7.5.2 Grade student tests — oral, written, or performance — given answer sheets and answer keys or skills checklists, so that the examinations are graded and secured.	8.5.2 Coordinate equipment repairs with technical staff or appropriate resources, given a system malfunction or failure, so that the situation is remedied as defined and authorized by the AHJ.	
7.5.3 Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.		
7.5.4 Provide feedback to the trainee, given comprehensive test and evaluation results, so that the trainee is able to distinguish correct performance.		
7.5.5 Identify transition periods, given the completion of identified training goals, so that accurate recommendations for progression, remediation, or termination are achieved.		
	Health and Safety	Continuing Education
	8.6.1 Apply safe practices in the public safety communications center as defined by the AHJ, given safety policies and procedures, so that all applicable reporting is completed, in-service training is conducted, and responsibilities are conveyed to personnel.	9.6.1 Direct communication center members during a training evolution, given a training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans efficiently and as directed.
	8.6.2 Document the events leading up to and the potential causes of an accident, given an incident	

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
	and any applicable forms, so that the incident is documented and reports are processed in accordance with policies and procedures.	
		Certification
		9.7.1 Schedule and recommend training, given the communication center personnel certification and other certification required by the AHJ, so that all personnel will meet and maintain all required training within the agency's established policies and procedures.
Fellow Employee Exhibiting Signs and Symptoms of Emotional and Behavioral Distress		
7.6.1 Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting and policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidelines of the AHJ, communication is open, nonjudgmental awareness is retained, a department or community-based program is made accessible, and assistance is offered or an appropriate referral is initiated.	8.7.1 Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting and policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidelines of the AHJ, communication is open, nonjudgmental awareness is retained, a department or community-based program is made accessible, and assistance is offered or an appropriate referral is initiated.	9.8.1 Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting and policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidelines of the AHJ, communication is open, nonjudgmental awareness is retained, a department or community-based program is made accessible, and assistance is offered or an appropriate referral is initiated.
Communications Training Coordinator	Communications Center Manager/Director	
Program Management	Human Resource Management	
10.2.1 Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented. [4041 1020 :5.2.3]	11.2.1 Administer communication center members during daily operations, given minimum staffing levels established by the AHJ, so that the communication center meets the performance	

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
	goals in accordance with local policies, procedures, and protocols established by the AHJ.	
10.2.2 Gather training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to AHJ policy. [4041 1020 :5.2.4]		
Develop Curricula	Public Safety Communications Center Operations	
10.3.1 Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so that learning objectives, a lesson outline, course materials, instructional technology tools, an evaluation plan, and learning objectives for the topic are addressed. [4041 1020 :5.3.2]	11.3.1 Create operational plans to include daily activities, given an area of responsibility as determined by the AHJ, so that daily activities that include emergency procedures both outside the center and within the center following federal, state, provincial, and local guidelines — including any mission statement or goals — are met as established by the AHJ.	
10.3.2 Modify an existing training topic, given an existing lesson plan, so that the topic remains relevant and the technology is updated to standards set by the AHJ.		
10.3.3 Create a remediation strategy, given an evaluation report indicating the need for further training, so that trainees failing to meet the lesson plan standards are given additional training.		
Maintain Training Schedule and Staff	Stakeholder Relationships	
10.4.1 Maintain a continuing education training schedule, given an established lesson plan, so that training is ongoing and that continuing education objectives are met.	11.4.1 Create a working relationship, given the varied stakeholders involved in a communications center, so that all stakeholders' concerns are met using positive feedback and a team environment.	
10.4.2 Schedule Communications Training Officers (CTOs) to conduct training, given a roster of		

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
certified CTOs, so that all CTOs are able to instruct regularly and maintain competency.		
10.4.3 Schedule instructional sessions, given the AHJ's scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to department policy.		
10.4.4 Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achievement of AHJ and instructional goals. [1041 1020 :6.2.4]		
Document Training	Coordinate Technologies	
10.5.1 Administer a training record system, given AHJ policy and type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed. [1041 1020 :6.2.2]	11.5.1 Understand the systems used within the communications center, given the updates and improvements to technology, so that a request for capital improvements can be added to the budget process.	
10.5.2 Regularly review CTO reports and trainee evaluations, given regular reporting, so that training progress is monitored and negative trends are quickly recognized and corrected.		
Evaluation and Testing		
10.6.1 Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives. [1041 1020 :5.5.2]		
10.6.2 Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback on instructional methods, communication techniques, learning environment, course		

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
content, and student materials. [1044 1020 :5.5.3]		
10.6.3 Analyze student evaluation instruments, given test data, objectives, and AHJ policies, so that validity and reliability are determined and necessary changes are made. [1044 1020 :6.5.5]		
10.6.4 Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following AHJ policies. [1044 1020 :6.2.5]		
10.6.5 Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures. [1044 1020 :6.2.8]		
10.6.6 Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated; , student input is obtained; , and needed improvements are identified. [1044 1020 :6.5.4]		
Fellow Employee Exhibiting Signs and Symptoms of Emotional and Behavioral Distress		
10.7.1 Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting and policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidelines of the AHJ, communication is open, nonjudgmental awareness is retained, a department or community-based program is	11.6.1 Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting and policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidelines of the AHJ, communication is open,	

<u>Telecommunicator I</u>	<u>Telecommunicator II</u>	<u>Incident/Tactical Dispatcher</u>
made accessible, and assistance is offered or an appropriate referral is initiated.	nonjudgmental awareness is retained, a department or community-based program is made accessible, and assistance is offered or an appropriate referral is initiated.	

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
Annex_C_Update.docx		
1225_FR-83_Annex_C_PST_legislative_changes.docx	for prod use	

Submitter Information Verification

Committee: PQU-PST

Submittal Date: Thu Feb 06 15:00:51 EST 2025

Committee Statement

Committee Statement: Updated Word Document to reflect changes within the Body of the Standard.

Response Message: FR-83-NFPA 1225-2025

Ballot Results

✔ This item has passed ballot

9 Eligible Voters
 4 Not Returned
 5 Affirmative All
 0 Affirmative with Comments
 0 Negative with Comments
 0 Abstention

Not Returned

Porter, Michelle
 Szoc, Paul
 Weihs, Kurt
 Winstead, John C.

Affirmative All

Dornseif, III, Jay
 Gurian, Jason P.
 Heinze, April
 Kilby-Richards, Jacklyn

McClintock, Robert W.



First Revision No. 40-NFPA 1225-2025 [Chapter G]

Annex G Informational References

G.1 Referenced Publications.

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

G.1.1 NFPA Publications.

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

NFPA 70[®], National Electrical Code[®], 2020 2026 edition.

NFPA 72[®], National Fire Alarm and Signaling Code[®], 2022 2025 edition.

NFPA 1001, Standard for Fire Fighter Professional Qualifications, 2019 edition.

NFPA 1010, Standard on Professional Qualifications for Firefighters, 2024 edition.

NFPA 1030, Standard for Professional Qualifications for Fire Prevention Program Positions, 2024 edition.

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

NFPA 1550, Standard for Emergency Responder Health and Safety, 2024 edition.

NFPA 1561, Standard on Emergency Services Incident Management System and Command Safety, 2020 edition.

NFPA 1600[®], Standard on Continuity, Emergency, and Crisis Management, 2019 edition.

NFPA 1660, Standard for Emergency, Continuity, and Crisis Management : Preparedness, Response, and Recovery, 2024 edition.

NFPA 5000[®], Building Construction and Safety Code[®], 2024 2027 edition.

G.1.2 Other Publications.

G.1.2.1 APCO Publications.

APCO International, 351 North Williamson Boulevard, Daytona Beach, FL 32114.

Association of Public Safety Officials (APCO), "Cybersecurity Resources," apcointl.org/cybersecurity/federal-cybersecurity-resources/.

APCO/CSAA ANS 2.101.3, *Alarm Monitoring Company to Emergency Communications Center (ECC) Computer-Aided Dispatch (CAD) Automated Secure Alarm Protocol (ASAP)*, 2021.

APCO ANS 3.101.3, *Core Competencies and Minimum Training Standards for Public Safety Communications Training Officer (CTO)*, 2017.

APCO ANS 3.102.2, *Core Competencies and Minimum Training Standards for Public Safety Communications Supervisor*, 2017.

APCO ANS 3.104.2, *Core Competencies and Minimum Training Standards for Public Safety Communications Training Coordinator*, 2017.

APCO ANS 3.106.2, *Core Competencies and Minimum Training Standards for Public Safety Communications Quality Assurance Evaluators (QAE)*, 2017.

APCO ANS 3.109.4 3, *Core Competencies and Minimum Training Standards for Public Safety Communications Manager/Director*, ~~2014~~ 2022.

APCO, *Mitigating Risks in the Application of Cloud Computing in Law Enforcement*, 2012, businessofgovernment.org/.

G.1.2.2 FM Publications.

~~FM-Global~~, 270 Central Avenue, P.O. Box 7500, Johnston, RI 02919.

~~FM-Global~~ Property Loss Prevention Data Sheet 9-19, *Wildland Fire*, ~~2020~~ 2024.

G.1.2.3 NENA Publications.

National Emergency Number Association, 1700 Diagonal Rd., Suite 500, Alexandria, VA 22314.

NENA-STA-010.3, *NENA i3 Standard for Next Generation 9-1-1*, 2021.

~~National Emergency Number Association (NENA)~~, "Security for Next-Generation 9-1-1," nena.org/page/NG911_Security.

G.1.2.4 NIST Publications.

National Institute of Standards and Technology, 100 Bureau Drive, Stop 1070, Gaithersburg, MD 20899-1070.

National Institute of Standards and Technology (NIST), "NIST Cybersecurity Framework framework." nist.gov/cyberframework.

NIST SP 500-292, *NIST Cloud Computing Reference Architecture*, 2011.

NIST SP 800-144, *Guidelines on Security and Privacy in Public Cloud Computing*, 2011.

G.1.2.5 TIA Publications.

Telecommunications Industry Association, ~~4320~~ 1310 North Courthouse Road, Suite ~~200~~ 890, Arlington, VA 22201.

TIA 102.AABF-D, *Project 25 Link Control Word Formats and Messages New Technology Standards Project — Digital Radio Technical Standards*, 2015.

TIA-102.BAAA, *Project 25 FDMA Common Air Interface*, 2017.

TIA-102.BBAC, *Project 25 Two-Slot TDMA MAC Layer Specification*, 2019.

TIA-603, *Land Mobile FM or PM Communications Equipment Measurement and Performance Standards*, 2016.

TIA-TSB-88.1-E, *Wireless Communications Systems Performance in Noise and Interference-Limited Situations Part 1: Recommended Methods for Technology-Independent Narrowband Performance Modeling*, ~~2018~~ 2022.

G.1.2.6 UL Publications.

Underwriters Laboratories Inc., 333 Pfingsten Road, Northbrook, IL 60062-2096.

UL 50, *Enclosures for Electrical Equipment, Non-environmental Considerations* , 2020.

UL 50E, *Enclosures for Electrical Equipment, Environmental Considerations* , 2024.

UL 2524, *Standard for In-Building 2-way Emergency Radio Communications Enhancement Systems* , 2024.

G.1.2.7 US Government Publications.

US Government Publishing Office, 732 North Capitol St. ~~Street~~, NW, Washington, DC 20401-0001.

Americans with Disabilities Act, 1990.

Commission to Assess the Threat to the United States from Electromagnetic Pulse (EMP) Attack, *Executive Report*, Vol. 1, 2004, empcommission.org/docs/empc_exec_rpt.pdf.

Cybersecurity and Infrastructure Security Agency (CISA), "Cyber Essentials" cisa.gov/cyber-essentials.

Department of Homeland Security, "SAFECOM," dhs.gov/safecom.

Department of Homeland Security, "Stop. Think. Connect." stopthinkconnect.org.

Department of Homeland Security Office of Emergency Communications, *Guidelines for Encryption in Land Mobile Radio Systems*, 2016.

DHHS (NIOSH) Publication Number 2002-139, *Guidance for Protecting Building Environments from Airborne Chemical, Biological, or Radiological Attacks*, 2002, cdc.gov/niosh/docs/2002-139/.

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Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
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Submitter Information Verification

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Ballot Results

✔ This item has passed ballot

9 Eligible Voters

4 Not Returned

5 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

Not Returned

Porter, Michelle

Szoc, Paul

Weihs, Kurt

Winstead, John C.

Affirmative All

Dornseif, III, Jay

Gurian, Jason P.

Heinze, April

Kilby-Richards, Jacklyn

McClintock, Robert W.