



# Understanding & Implementing STANDARDS

NFPA 1407 and 1021  
Volume 2



*Supporting Those Who Serve*





## Acknowledgements

The National Volunteer Fire Council (NVFC) would like to thank the National Fire Protection Association (NFPA) for their assistance in developing this guide. As an advocate of fire prevention and an authoritative source on public safety, the NFPA develops, publishes, and disseminates more than 300 consensus codes and standards intended to minimize the possibility and effects of fire and other risks. The NVFC is proud to work with the NFPA to promote a culture of safety within the fire and emergency services.

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# Contents

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## Introduction

Standards are an attempt by an industry or profession to self-regulate by establishing minimal operating, performance, or safety criteria. Consensus standards are developed by specific industries to describe widely accepted standards of care and operations for certain practices. They are written by consensus committees composed of industry representatives and other affected parties.

One of the most well-known and respected standards organizations is the National Fire Protection Association (NFPA). Since 1896, the NFPA has developed standards directly affecting the fire service at the department level. As an advocate of fire prevention and an authoritative source on public safety, the NFPA develops, publishes, and disseminates more than 300 consensus codes and standards intended to minimize the possibility and effects of fire and other risks. The NFPA's National Fire Codes® are administered by more than 250 Technical Committees comprised of approximately 8,000 volunteers and are adopted and used throughout the world.

The National Volunteer Fire Council (NVFC), the leading organization representing the volunteer fire, emergency medical, and rescue services, understands that adopting these standards in their totality may not be feasible for every department due to limited resources or unfamiliarity with the standard(s). Small volunteer departments may face additional challenges because of shrinking budgets and limited staffing. Despite these challenges, creating and maintaining a safe environment is critical to ensure the health and safety of firefighters.

In order to address these challenges and help departments reach their safety goals, the NVFC and the NFPA collaborated in 2012 to create the predecessor to this guide. The original

guide focused on *NFPA 1500 Standard on Fire Department Occupational Safety and Health Program*, *NFPA 1720 Standard on Organization and Deployment of Fire Suppression*, and *NFPA 1851 Standard on Selection, Care, and Maintenance of Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting*. Each standard was broken down into manageable pieces and explained in clear and concise terms. This edition is a continuation of that effort.

In this edition, readers will find information on two NFPA standards:

- > 1407 Standard for Fire Service Rapid Intervention Crews
- > 1021 Standard for Fire Officer Professional Qualifications

It is important to remember that while implementing a standard may seem overwhelming or unattainable for some, small steps can be taken to apply certain components of key standards while simultaneously formulating plans to adopt other components as conditions allow. Oftentimes a small step can have a big impact... it is never too late for a department to adopt a culture of safety.

Each standard highlights manageable sections that include commentary provided by the NFPA. The analysis also highlights action items and/or existing resources to assist departments in working toward their safety goals. Checklists for each standard are provided to help departments track their progress. Additional resources, including the first edition of this guide, can be found at [www.nvfc.org](http://www.nvfc.org).

Keep in mind that this guide only provides a snapshot of each standard. Refer to [www.nfpa.org](http://www.nfpa.org) to access the standards in their entirety.

# Developing NFPA Codes and Standards

Many wonder how NFPA codes and standards come into existence or how they are revised. The following section details the standard development and review process and also explains how members of the fire service can get involved.

The codes and standards development process begins with the NFPA Board of Directors. The board has general charge over all NFPA activities and issues all of the rules and regulations that govern the development of NFPA codes and standards. The board also appoints a 13-person Standards Council to oversee the Association's standards development activities, administer rules and regulations, and serve as an appeals body.

Members of the Standards Council are thoroughly familiar with the standards development functions of the Association and are selected from a broad range of interests. More than 250 Technical Committees and Panels are appointed by, and report to, the Standards Council. They serve as the primary consensus bodies responsible for developing and revising NFPA codes and standards. In addition to acting on their own proposed changes, these Technical Committees and Panels act on proposed changes to NFPA documents that can be submitted by any interested party.

To conduct their work, Committees and Panels are organized into projects with an assigned scope of activities. Depending on the scope, a project may develop one code or standard or a group of related codes and standards, and the project may consist of a single Technical Committee or multiple Committees and Panels coordinated by a Correlating Committee that oversees the project to resolve conflicts and ensure consistency.

## Rules and Participants

There are many rules and regulations that must be followed during the codes and standards development process. Primarily these include the:

- > NFPA Regulations Governing the Development of NFPA Standards
- > NFPA Bylaws
- > Technical Meeting Convention Rules
- > Guide for the Conduct of Participants in the NFPA Standards Development Process
- > Regulations Governing Petitions to the Board of Directors from Decisions of the Standards Council

All of these rules and regulations are available by request from the NFPA or can be downloaded from the NFPA's web site at

[www.nfpa.org/regs](http://www.nfpa.org/regs). All participants should refer to the actual rules and regulations for a full understanding of this process and for the rules that govern participation.

## Establishing a Consensus Body

In the NFPA standards development process, NFPA Technical Committees and Panels serve as the principal consensus bodies responsible for developing and updating all NFPA codes and standards. Committees and Panels are appointed by the Standards Council and typically consist of no more than 30 voting members representing a balance of interests. NFPA membership is not required in order to participate on a NFPA Technical Committee, and appointment is based on factors such as technical expertise, professional standing, commitment to public safety, and the ability to bring the viewpoints of interested people or groups to the table. Each Technical Committee is constituted to maintain a balance of interests, with no more than one-third of the Committee from the same interest category. The categories generally used by the Standards Council to classify Committee members are:



**1. Insurance:** A representative of an insurance company, broker, agent, bureau, or inspection agency



**2. Consumer:** A person who is or represents the ultimate purchaser of a product, system, or service affected by the standard, but who is not included in (8)



**3. Enforcing Authority:** A representative of an agency or an organization that promulgates and/or enforces standards



**4. Labor:** A labor representative or employee concerned with safety in the workplace



**5. Installer/Maintainer:** A representative of an entity that is in the business of installing or maintaining a product, assembly, or system affected by the standard



**6. Manufacturer:** A representative of a maker or marketer of a product, assembly, or system, or portion thereof, that is affected by the standard



**7. Applied Research/Testing Laboratory:** A representative of an independent testing laboratory or independent applied research organization that promulgates and/or enforces standards



**8. User:** A representative of an entity that is subject to the provisions of the standard or that voluntarily uses the standard



**9. Special Expert:** A person not representing (1) through (8), and who has special expertise in the scope of the standard or portion thereof

The Committee must reach a consensus in order to take action on an item.

## Sequence of Events for the Standards Development Process

The NFPA process encourages public participation. All NFPA codes and standards (also referred to here simply as standards) are revised and updated every three to five years in revision cycles that begin twice each year and that normally take approximately two years to complete. Each revision cycle proceeds according to a published schedule. The process contains four basic steps:

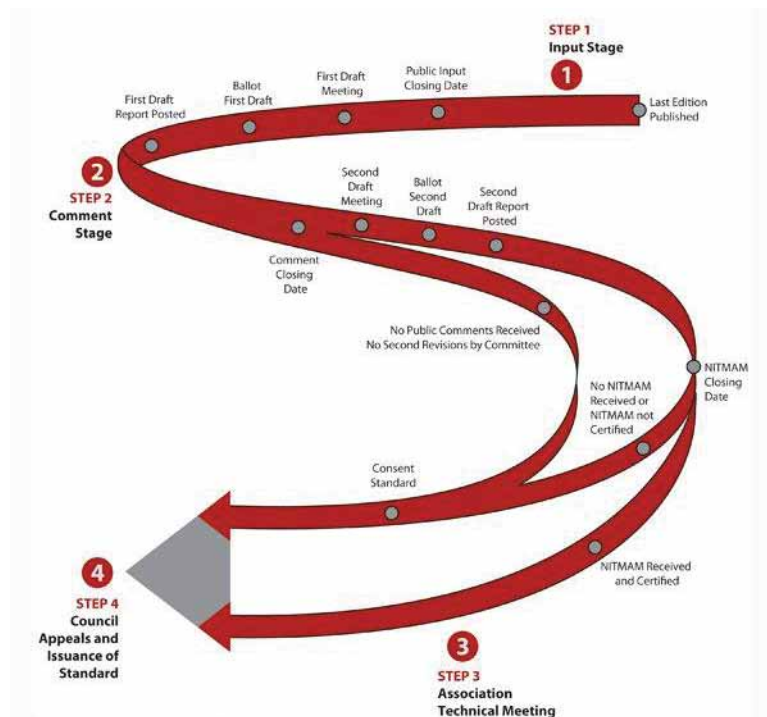
### Step 1 – Input Stage

- > Input is accepted from the public or other committees for consideration to develop the first draft. Visit [www.nfpa.org/submitpicp](http://www.nfpa.org/submitpicp) to learn how to do this online.
- > The Technical Committee then holds a first draft meeting to revise the standard. If necessary, the revisions are reviewed by the Correlating Committee. A vote by ballot on the first draft is held, and then the draft is posted for public review.

### Step 2 – Comment Stage

- > Public comments are accepted on the first draft for ten weeks. Visit [www.nfpa.org/submitpicp](http://www.nfpa.org/submitpicp) to learn how to submit a public comment online.

## The Standards Development Process



- > If the standard does not receive public comments and the Technical Committee does not wish to further revise the standard, the standard becomes a “consent standard” and is sent directly to the Standards Council for issuance. Consent standards bypass an Association Technical Meeting and proceed directly to the Standards Council for issuance. If there are public comments, then the Committee holds a second draft meeting.
- > If necessary, the Technical Committee and Correlating Committee votes on the second draft by ballot and then posts the second draft report for review.

### **Step 3 – Association Technical Meeting**

- > Anyone challenging the proposed contents after the completion of second draft balloting can file a Notice of Intent to Make a Motion (NITMAM). NITMAMs are reviewed, and valid motions are certified for presentation at the Association Technical Meeting.
- > NFPA membership meets each June at the Association Technical Meeting and acts on standards with “Certified Amending Motions” (certified NITMAMs).
- > Committee(s) and Panel(s) vote on any successful amendments to the Technical Committee Reports made by NFPA members at the Association Technical Meeting.

### **Step 4 – Council Appeals and Issuance of Standard**

- > Notification of intent to file an appeal to the Standards Council must be filed within 20 days of the Association Technical Meeting.
- > The Standards Council decides, based on all evidence, whether or not to issue the standard or to take additional action.

## **Application of NFPA Standards for Volunteers**

In most cases, compliance with NFPA standards is voluntary. However, in some cases, federal or state Occupational Safety and Health (OSHA) agencies have incorporated wording from NFPA standards into regulations. In these cases, complying with the standards is mandatory.

Regardless of whether NFPA standard compliance is voluntary or mandatory, fire and rescue departments must consider the impact of voluntary standards on private litigation. In some states, a department may be liable for the negligent performance of their duties. Most state laws do not protect fire or rescue departments for gross negligence, even in states that protect rescue workers under an immunity statute. Essentially, negligence involves the violation of a standard of care that results in injury or loss to some other individual or organization. In establishing the standard of care for rescue operations, the courts will frequently look to the voluntary standards issued by the NFPA and other organizations.

Although voluntary in name, these standards can become, in effect, a legally enforceable standard of care for a fire or rescue department. Accordingly, fire and rescue departments should pay close attention to applicable standards.

## Get Involved

Unfortunately, the fire service does not always take advantage of the process until codes or standards are validated and final. It is extremely important to participate in the revision process. The fire service should write proposals, suggest changes, add and delete content, and become acutely aware of the timing of both proposals and public comment periods. Additionally, fire service members should consider volunteering to sit on a Technical Committee.

The fire service should take a proactive approach to the codes and standards process to ensure its needs and concerns are being considered. NFPA Technical Committee Meetings are open to everyone, and individuals are also invited to apply for committee membership.

Visit [www.nfpa.org/tcapply](http://www.nfpa.org/tcapply) for more information. Additionally, visit the NFPA document information pages at [www.nfpa.org/1407](http://www.nfpa.org/1407) and [www.nfpa.org/1021](http://www.nfpa.org/1021) to view the complete standards featured in this guide free of charge, and to find meeting notices, agendas, minutes, and much more.



## Key Definitions and Acronyms

The following terms – and in some cases, their acronyms – are frequently used throughout this document:

### Authority Having Jurisdiction (AHJ)

An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure

### Fire Department

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

### Fire Officer I

The fire officer, at the supervisory level, who has met the job performance requirements specified in this standard for Level I

### Fire Officer II

The fire officer, at the supervisory/managerial level, who has met the job performance requirements specified in this standard for Level II

### Fire Officer III

The fire officer, at the managerial/administrative level, who has met the job performance requirements specified in this standard for Level III

### Fire Officer IV

The fire officer, at the administrative level, who has met the job performance requirements specified in this standard for Level IV

### Job Performance Requirement (JPR)

A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task

### Member

A person involved in performing the duties and responsibilities of a fire department under the auspices of the organization

### Rapid Intervention Crew (RIC)

A dedicated crew of firefighters who are assigned for rapid deployment to rescue lost or trapped members





# NFPA 1407 Standard for Fire Service Rapid Intervention Crews

2010 Edition

The term Initial Rapid Intervention Crew (IRIC) first appeared in the 2001 edition of the NFPA 1710 standard. Little guidance was given as to training or performance requirements for these crews. The Technical Committee on Fire Service Training petitioned the NFPA Standards Council and received approval for drafting a recommended practice on firefighter safety and survival. The committee drafted several versions of the document and addressed a variety of rescue situations where Rapid Intervention Crews (RIC) may be necessary.

In 2006, the committee recognized that the basic skills and performance requirements for rapid intervention rescue should remain constant regardless of the emergency situation and that the recommended practice should become a standard for all fire department training programs. The committee was also concerned that, in several instances, firefighters on a scene had rushed to the aid of downed firefighters without consideration of other ongoing fire operations, thus endangering more firefighters. The committee then refocused on the basic skills and training needed for the safe operation of fire department RICs.

Careful consideration was given to the requirements for IRICs and RICs in NFPA 1710, 1720, and 1500 when developing this document.

*Note: The following text and checklist represent extracted sections of the standard and commentary on those sections. A statement, written or oral, that is not processed in accordance with Section 6 of the Regulations Governing Committee Projects shall not be considered the official position of NFPA or any of its Committees and shall not be considered to be, nor be relied upon as, a Formal Interpretation.*

To view the current edition in its entirety, visit [www.nfpa.org/1407](http://www.nfpa.org/1407).

## NFPA 1407 Highlights

### 1.1 Scope.

This standard specifies the basic training procedures for fire service personnel to conduct fire fighter rapid intervention operations as specified in *NFPA 1710, Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*, and *NFPA 1720, Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Volunteer Fire Departments*.

**1.1.1** This standard specifies basic evolutions that can be adapted to local conditions and serves as a standard mechanism for the evaluation of minimum acceptable performance during training for rapid intervention activities.

## Commentary

The areas covered in this standard provide a baseline for all **rapid intervention crew (RIC)** and individual member training. The training evolution within this standard should be revised and expanded if local conditions contain additional hazards.

### 1.2 Purpose.

The purpose of this standard is to specify a training program that is designed to create a highly disciplined operational capability to rescue fire fighter(s) who become lost, injured, trapped, incapacitated, or disoriented at an emergency scene or in the course of a training operation.

**A.1.2** This standard contains the basic training requirements to meet the following requirement in Section 8.8 of NFPA 1500, Standard on Fire Department Occupational Safety and Health Program: The fire department shall provide personnel for the rescue of members operating at emergency incidents.

## Commentary

Section 8.8 in NFPA 1500 – Rapid Intervention for Rescue of Members – requires that the fire department provides personnel for the rescue of members operating an emergency incidents. During the initial stages of an incident this is accomplished by the two-in-two-out rule – meaning, two members may be operating in the hazardous area and two

members are outside the hazardous area to rescue or assist. As the operation evolves and additional personnel arrive, a dedicated RIC should be established. Many times the RIC is from a neighboring company or department.

## Resource Spotlight

Refer to Section 8.8 in *NFPA 1500, Standard on Fire Department Occupational Safety and Health Program* to understand the components of rapid intervention: [www.nfpa.org/1500](http://www.nfpa.org/1500).

## Rapid Intervention Training Policy and Procedures

### 4.1 General.

4.1.1 A rapid intervention training program shall be developed for the safety of all fire suppression personnel.

## Commentary

A RIC must be established regardless of the department's size. Many departments rely on a neighboring department as their RIC and use their own personnel for operations.

## Resource Spotlight

Access the International Association of Fire Chiefs' Volunteer and Combination Officers Section's operational guideline for rapid intervention teams: [www.iafc.org/files/1VCOS/Rapid\\_Intervention\\_Operations\\_Manual.pdf](http://www.iafc.org/files/1VCOS/Rapid_Intervention_Operations_Manual.pdf).

Learn more about rapid intervention by reading the United States Fire Administration's special report: [www.usfa.fema.gov/downloads/pdf/publications/tr-123.pdf](http://www.usfa.fema.gov/downloads/pdf/publications/tr-123.pdf).



### 4.2 Training Policies and Guidelines.

The authority having jurisdiction (AHJ) shall establish written policies for rapid intervention training that meet the requirements of this standard.

## Commentary

Note that the standard operating procedure being discussed here is for training and not for emergency operations. However, keep in mind that both should be similar as training should reflect an emergency operation.

4.2.1 Rapid intervention operations shall be guided by written operational policies or guidelines and reinforced through a comprehensive training program.

**A.4.2.1** The AHJ should ensure that a standard operating procedure or guideline is in place, which specifies the response of a rapid intervention crew (RIC), conditions requiring the deployment of a RIC, and the criteria for termination of the rapid intervention function at an incident. An example of a standard operating procedure/guideline is provided in Figure A.4.2.1.

(1) The AHJ should ensure that there is an emergency evacuation procedure designed to evacuate members from an area and to account for their safety when an imminent hazard is recognized.

(2) This procedure should include a method to notify all members in the affected area immediately by any effective means including audible warning devices, visual signals, and radio signals.

(3) The AHJ should comply with all applicable local, state, and federal laws.

(4) The AHJ should ensure that a risk assessment is conducted prior to committing a RIC to a rescue operation.

(5) The AHJ should identify the type and kind of internal resources needed for RICs and should maintain a list of those resources.

(6) The AHJ should identify the type and availability of external resources needed to augment existing capabilities for RICs and should maintain a list of those resources. Examples include heavy rescue units, technical rescue teams, urban search and rescue teams, and industrial, military, and other resources.

(7) The AHJ should establish procedures for the provision of those external resources needed for RIC operations.

4.2.2 The training policy shall be consistent with the department operational procedures, including automatic aid and mutual aid departments.

## Commentary

Training should include multiple departments if a neighboring department is used as the RIC. The training should include a RIC response so all parties understand their duties and assignments and how the response should unfold.



### Action Items

**Train with a neighboring department if they are designated as your RIC.**

**4.2.3** Rapid intervention training shall be developed and conducted to provide a constant, sustainable rapid intervention capability at the emergency scene utilizing a minimum crew size as required by *NFPA 1710, Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*, or *NFPA 1720, Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Volunteer Fire Departments*.

**A.4.2.3** When departments lack the staffing necessary to assemble a full RIC, as required by *NFPA 1710, Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*, fire fighters should be trained to consider defensive tactical options as a priority.

## Commentary

NFPA 1710, 1720, and 1500 all require a RIC. Again, Section 8.8 of NFPA 1500 provides specific guidance on establishing a RIC.

### Resource Spotlight

Explore the NFPA standards dealing with rapid intervention crews: [www.nfpa.org/1500](http://www.nfpa.org/1500); [www.nfpa.org/1710](http://www.nfpa.org/1710); and [www.nfpa.org/1720](http://www.nfpa.org/1720).



**4.2.4** The RIC training program shall train fire fighters to use individual RIC skills as a part of a crew.

## Commentary

RIC operations are not an individual task. RIC members must work as a team but must be proficient in all aspects of the RIC training evolutions.

### 4.3 Rapid Intervention Crew Members.

**4.3.1** All members being trained to become part of a RIC shall meet the minimum requirements outlined in Chapter 6.

**4.3.2** All members being trained to become part of a RIC shall receive a copy of the training policy.

### 4.4 Conducting, Evaluating, and Documenting Training.

A safety briefing shall be conducted prior to RIC training evolutions.

**4.4.1** The training policy shall include an annual performance evaluation of the RIC operations and RIC members based on the requirements of this standard.

## Commentary

All members of the RIC must meet the requirements in Chapter 6 (see section 6.1 of this standard), be given a copy of the training policy, attend a safety briefing prior to engaging in training evolutions, and be evaluated every year.



### Action Items

**Evaluate RIC members each year and make sure they are provided with the department's training policy.**

## RIC Instructor Requirements

### 5.1 General.

All instructors shall be qualified to deliver RIC training as determined by the AHJ.

**A.5.1** All fire service training should be provided by qualified instructors, meeting the requirements of Instructor I of *NFPA 1041, Standard for Fire Service Instructor Professional Qualifications*. However, the Committee anticipates that, under certain circumstances, RIC training might also be provided by another qualified RIC member. This RIC member should meet the requirements of Fire Fighter II in *NFPA 1001, Standard for Fire Fighter Professional Qualifications*.

## Commentary

The instructor should meet the qualifications laid out in Chapter 6 (see section 6.1 of this standard) and as determined by the AHJ. In certain areas, the state fire training organization may determine who may be an instructor.

**5.1.1** The instructor-in-charge shall be responsible for full compliance with this standard.

**5.1.2** It shall be the responsibility of the instructor-in-charge to coordinate overall evolutions during RIC training.

### 5.2 Conducting Training Program.

The participating student-to-instructor ratio shall not be greater than 5-1.

**5.2.1** Prior to the evolution, instructors shall ensure that all protective clothing and equipment are being worn or used according to manufacturer's instructions.

## Commentary

The instructor-in-charge is responsible for compliance with the standard and is also responsible for other instructors during the training. In addition, the instructor-in-charge is responsible for coordinating the overall training program. The standard tasks the instructor with ensuring the correct instructor-to-student ratio (5-1), enforcing proper use of PPE, conducting accountability checks as crews enter and exit structures, and ensuring rehabilitation is provided. The instructor must also ensure the safety of everyone participating in the training.

## Student Prerequisites

### 6.1 General Requirements.

Prior to being permitted to participate in RIC training, the student shall have received training to meet the job performance requirements for Fire Fighter I in *NFPA 1001, Standard for Fire Fighter Professional Qualifications*.

## Commentary

Those participating in RIC training need to meet the job performance requirements of NFPA 1001 at the Fire Fighter I level. If the participant did not receive their training with the AHJ they must prove compliance before participating in training.



## Action Items

Ensure that those participating in RIC training have met the job performance requirements of NFPA 1001 at the Fire Fighter I level. This includes all requisite knowledge and skills identified under Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

## Resource Spotlight

Understand the requirements of Fire Fighter I detailed in Chapter 5 NFPA 1001, Standard for Fire Fighter Professional Qualifications: [www.nfpa.org/1001](http://www.nfpa.org/1001).



### 6.2 Rapid Intervention Crew Leaders.

**6.2.1** All designated RIC leaders shall meet the requirements of Fire Officer I as specified in *NFPA 1021, Standard for Fire Officer Professional Qualifications*.

**6.2.2** RIC leaders shall complete the rapid intervention training program.

### 6.3 Fitness.

The AHJ shall ensure that members can perform assigned duties and functions of rapid intervention and those members perform training exercises in accordance with Chapter 10 of *NFPA 1500, Standard on Fire Department Occupational Safety and Health Program*.

## Commentary

Chapter 10 of NFPA 1500 covers medical and physical requirements. This section states that each member should be evaluated by a physician – the standard notes that a fire department physician is preferable, but other arrangements can be made if necessary. The medical evaluations are needed to prove that each member is qualified for duty. In addition to medical readiness, each member must meet the physical performance requirements developed and adopted by the department. Additionally, potential candidates must meet

these requirements before engaging in a training program. The AHJ should verify that all members participating in RIC training meet the department's performance requirements.



## Action Items

Ensure that all RIC members can perform all assigned duties and functions and that training exercises meet the requirements in Chapter 10 of NFPA 1500.

## Resource Spotlight

Refer to Chapter 10 in NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program* to understand medical and physical requirements: [www.nfpa.org/1500](http://www.nfpa.org/1500). The first edition of *Understanding and Implementing Standards* focuses on NFPA 1500 and covers Chapter 10: [www.nvfc.org/hot-topics/nfpa-standards](http://www.nvfc.org/hot-topics/nfpa-standards).



## Rapid Intervention Operations Training Program

### 7.1 General.

The rapid intervention training program shall include the following areas:

- (1) Risk assessment and risk management

**A.7.1(1)** Incident commanders and fire fighters should be trained to plan strategies and manage risks based on a given rescue scenario (e.g., what actions are to be taken given the likely success or failure of a situation).

## Commentary

Risk vs. benefit is part of the incident commander decision-making process for all incidents. Emotions will be high during a RIC operation. The incident commander must be aware and familiar with the incident action plan in order to make informed decisions.

- (2) Activation and management of rapid intervention operations

- (3) Communications procedures specific to rapid intervention functions

**A.7.1(3)** Communications includes the declaration of a fire fighter emergency. Rules and actual terminology should be determined by the AHJ.

## Commentary

As part of firefighter training, it is important to know when and how to declare an emergency. The RIC will not be activated until an emergency is declared. Firefighters need to know what steps to take once they have declared an emergency.



## Action Items

Train firefighters to understand when to declare an emergency.

## Resource Spotlight

The National Fire Academy offers an online course focusing on declaring an emergency or mayday: <http://apps.usfa.fema.gov/nfacourses/catalog/details/517>.



- (4) Accountability and resource management

## Commentary

Once an emergency is declared and the RIC is deployed, a personnel accountability report needs to be conducted. Training in how to perform an accountability report should occur during RIC training.



## Action Items

Include personnel accountability reporting in the department's RIC training program.

- (5) Criteria for deploying rapid intervention crews and resources to the scene

(6) Integration of fire fighter rescue operations into the incident command system as specified by the AHJ

**A.7.1(6)** The training program should focus on providing department personnel with an understanding of a rapid intervention role as part of the command structure

(7) Implementation of an incident accountability system that meets the requirements of *NFPA 1561, Standard on Emergency Services Incident Management System*

(8) Potential impact of RIC operations on the safety and welfare of rescuers and others as well as on other activities at the incident site

**A.7.1(8)** The AHJ should consider including the immediate psychological stress on rescue personnel.

(9) Distinction between rescue and recovery modes

**A.7.1(9)** The AHJ should refer to *NFPA 1670, Standard on Operations and Training for Technical Search and Rescue Incidents* (Chapter 6, *Rope Rescue*), for additional guidance in developing training evolutions and operational considerations.

#### 7.4 Rapid Intervention Skills.

The rapid intervention training program shall include the following as a minimum for personal and crew-oriented skills training and evaluation:

(1) Declaring a fire fighter emergency

**A.7.4(1)** The conditions under which a fire fighter should call for assistance can include (but are not limited to) one in which the fire fighter has done the following:

(1) Become tangled, pinned, or stuck and cannot extricate self in 60 seconds

(2) Fallen through roof or floor

(3) Been caught in flashover

(4) Been in an area with zero visibility, had no contact with a hose or lifeline, and did not know the direction to an exit

(5) Had the primary exit blocked by fire or collapse and had not been able to locate a secondary exit within 30 seconds

(6) Experienced a low air alarm activation, and was not at an exit (door or window) within 30 seconds

(7) Experienced a failure of an SCBA

(8) Been unable locate an exit (door or window) within 60 seconds.

It is recommended that, after calling for assistance, the fire fighter activate the PASS alarm to assist the RIC in locating the fire fighter.

(2) Search techniques

(3) Access and extrication

(4) Air supply

(5) Ropes

(6) Protecting downed fire fighter(s) in place

(7) Moving downed fire fighter(s) to safety

(8) Fire fighter self-rescue techniques

**7.12.1** Training for skills in 7.12(1) through 7.12(9) shall include various conditions such as in limited or zero visibility.

**7.12.2** Additional skills and rescue scenarios shall be developed as required by the AHJ.

#### 7.13 Fire Fighter Self-Rescue.

**7.13.1** The following skills shall be included in the minimum training for RIC members:

(1) Recognizing situations under which rapid intervention is required for rescue and required techniques for calling for assistance

(2) Freeing self from entanglement

(3) Rapid room orientation and exit, including awareness of primary and secondary exits from room

(4) Individual air management

#### 7.14 Tools and Equipment.

The training program shall include the use of any equipment or rescue techniques approved by the local AHJ.

## Commentary

Training should take place on the specific tools and equipment used by the department providing a RIC. Crews will have different tools and equipment based on local conditions such as construction, occupancies, etc.



## Action Items

Ensure the department has the tools and equipment necessary to meet challenges specific to its jurisdiction and ensure RIC members train with these items.

## Resource Spotlight

View sample rapid intervention team drills, a presentation, reports, and sample standard operating guidelines through Volume Four of the National Fallen Firefighters Foundation's Firefighter Life Safety Resource Kit: [www.everyonegoeshome.com/kits/volume4/](http://www.everyonegoeshome.com/kits/volume4/).



**7.14.1** Tools and equipment to be used by the RIC shall be determined by the AHJ based on need and resources available.

**A.7.14.1** Each RIC member should receive training and evaluation on the following RIC equipment (see Figure A.7.14.1):

- (1) Ropes, including search, rescue, and life safety ropes and webbing (2 in. and 1 in. widths)
- (2) Forcible entry tools, as provided by the AHJ
- (3) Rescue air supply
- (4) Thermal imager
- (5) Personal protective equipment
- (6) Ground ladders
- (7) Hand light
- (8) Radio communications equipment

An RIC equipment package could include the following:

- (1) Personal escape (bail out) rope and bag
- (2) Rabbit tool
- (3) Stokes basket
- (4) Thermal imager

- (5) Power saws
- (6) 8-ft attic ladder

Additional heavy rescue equipment should be available on scene for immediate use by the RIC if needed, and all members of a team should be proficient in the use of the following:

- (1) Hydraulic rescue tools (spreaders, cutters, and rams)
- (2) Air lifting bags
- (3) Cribbing
- (4) Rope rescue equipment to build lowering and hauling systems
- (5) Shoring equipment
- (6) Air struts

**7.14.2** Training for rapid intervention shall also include training on other rescue equipment and tools provided by the fire department.

## Required Performance for RICs

### 8.1 General.

**8.1.1** The required performance for establishing a fire fighter rescue team shall consist of assembling the necessary staffing, assembling the minimum amount of tools, maintaining crew integrity and accountability, and locating and removing a fire fighter from a hazardous environment.

**8.1.4** A safety officer shall be appointed for all RIC evolutions.

## Commentary

Chapter 8 of this standard covers RIC performance including evaluation requirements. As with all emergency operation and training exercises, a safety officer must be appointed. In some cases, additional safety officers may need to be appointed to ensure a safe training exercise. Safety officers should be located on each floor or in each room to ensure that the safety officer has visual contact.

This chapter also addresses how the RIC is evaluated as a team when locating, assessing, and removing a downed firefighter down a flight of stairs, from a first floor window, from a second floor window, and through a hole in the floor.



## Action Items

**Appoint a safety officer(s) for each training exercise.**



# Checklist: NFPA 1407\*

Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Compliance Date	Notes, Modifications, Challenges
<b>Policy and Procedures</b>				
4.1 A rapid intervention training program has been developed				
4.2 Written polices for training program are established				
4.2.1 SOPs and SOGs were used to guide rapid intervention operations				
4.2.2 Training policy is consistent with the department's operational procedures, including automatic and mutual aid departments				
4.2.3 Rapid intervention training complies with NFPA 1720				
4.2.4 Individual members are trained to use skills as part of a team				
4.3.1 Members meet minimum requirements of Chapter 6 (see Section 6.1)				
4.3.2 Members have copy of training policy				
4.4 Safety briefing conducted prior to training				
4.4.1 RIC members' performance evaluated annually				
<b>RIC Instructor Requirements</b>				
5.1 Instructors are deemed qualified by the AHJ				
5.1.1 Instructor-in-charge is responsible for standard compliance				





Supporting Those Who Serve

Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Compliance Date	Notes, Modifications, Challenges
5.1.2 Instructor-in-charge is responsible for coordinating RIC training evolutions				
5.2 Instructor verifies:				
Student to instructor ratio is 5-1				
Proper PPE worn				
Accountability checks completed				
Rehab provided				
<b>Student Prerequisites</b> 6.1 Students meet requirements of NFPA 1001				
6.2.1 Crew leaders meet requirements of NFPA 1021				
6.2.2 RIC leaders completed rapid intervention training program				
6.3 Members meet fitness requirements outlined in Chapter 10 of NFPA 1500				
<b>Rapid Intervention Operations Training Program</b>				
7.1 Training program includes the following areas:				
Risk assessment and risk management				
Activation and management of rapid intervention operations				
Communications procedures specific to rapid intervention functions				
Accountability and resource management				



Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Compliance Date	Notes, Modifications, Challenges
Criteria for deploying rapid intervention crews and resources to the scene				
Integration of firefighter rescue operations into the incident command system as specified by the AHJ				
Implementation of an incident accountability system that meets the requirements of NFPA 1561				
Potential impact of RIC operations on the safety and welfare of rescuers and others as well as on other activities at the incident site				
Distinction between rescue and recovery modes				
7.4 Training program includes the following skills:				
Declaring a firefighter emergency				
Search techniques				
Access and extrication				
Air supply				
Ropes				
Protecting downed firefighter(s) in place				
Moving downed firefighter(s) to safety				
Firefighter self-rescue techniques				
7.12.1 Training covers various conditions and scenarios				
7.13 Firefighter self-rescue training includes the following skills:				



Supporting Those Who Serve



Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Compliance Date	Notes, Modifications, Challenges
Recognizing when rapid intervention is required for rescue and required techniques for calling for assistance				
Freeing self from entanglement Rapid room orientation and exit Individual air management				
7.14 Training program includes tools, equipment, and rescue techniques approved by AHJ				
<b>Required Performance for RICs</b>				
8.1.4 Safety officer dedicated for all RIC evolutions				
8.2 Evaluation methods in place for all training evolutions				

\*This checklist coincides with the sections highlighted in this guide. Visit [www.nfpa.org](http://www.nfpa.org) to view the standard in its entirety.



# NFPA 1021 Standard for Fire Officer Professional Qualifications

2014 Edition

In 1971, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board (NPQB) for the fire service to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. In December 1972, the Board established four Technical Committees to develop those standards using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following areas: firefighter, fire officer, fire service instructors, and fire inspector and investigator. In July 1976, the NFPA adopted the first edition of *NFPA 1021 Standard for Fire Officer Professional Qualifications*.

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

The intent of the Technical Committee for NFPA 1021 was to develop clear and concise job performance requirements that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a fire officer. The committee further contends that these job performance requirements can be used in any fire department in any city, town, or private organization throughout North America.

*Note: The following text and checklist represent extracted sections of the standard and commentary on those sections. A statement, written or oral, that is not processed in accordance with Section 6 of the Regulations Governing Committee Projects shall not be considered the official position of NFPA or any of its Committees and shall not be considered to be, nor be relied upon as, a Formal Interpretation.*

To view the current edition of NFPA 1021 in its entirety, visit [www.nfpa.org/1021](http://www.nfpa.org/1021).

## NFPA 1021 Highlights

### 1.1 Scope.

This standard identifies the minimum **job performance requirements (JPRs)** for fire officers.

**A.1.1** It is envisioned that in addition to the requirements of NFPA 1021, the authority having jurisdiction may require additional credentials. These can include fire degree programs and general education in business, management, science, and associated degree curricula.

## Commentary

**NFPA 1021 can be applied to any fire service personnel meeting the minimum requirements for fire officers. NFPA 1021 was designed from a task analysis of job performance requirements (JPRs). It cannot address all needs from every organization or agency. Each AHJ is encouraged to establish additional recommendations including, but not limited to, continuing education credits and/or higher education enabling the fire officer to have a broad approach to the leadership position.**

### 1.2 Purpose.

The purpose of this standard shall be to specify the minimum job performance requirements for serving as a fire officer.

**1.2.1** The intent of the standard is to define progressive levels of performance required at the various levels of officer responsibility. The authority having jurisdiction has the option to combine or group the levels to meet its local needs and to use them in the development of job descriptions and specifying promotional standards.

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

**1.2.3** This standard shall cover the requirements for the four levels of progression — Fire Officer I, Fire Officer II, Fire Officer III, and Fire Officer IV.

## Commentary

**NFPA 1021 can be applied to any fire service personnel meeting the minimum requirements for fire officer. This standard does not distinguish between a fire department in an urban or rural setting or a career, combination, or volunteer organization. It also does not limit its use to the municipal, private, industrial, or facility domain.**

### 1.3 General.

**A.1.3** Fire officers are expected to be ethical in their conduct. Ethical conduct includes being honest, doing “what’s right,” and performing to the best of one’s ability. For public safety personnel, ethical responsibility extends beyond one’s individual performance. In serving the citizens, public safety personnel are charged with the responsibility of ensuring the provision of the best possible safety and service. Ethical conduct requires honesty on the part of all public safety personnel. Choices must be made on the basis of maximum benefit to the citizens and the community. The process of making these decisions must also be open to the public. The means of providing service, as well as the quality of the service provided, must be above question and must maximize the principles of fairness and equity as well as those of efficiency and effectiveness. The International Association of Fire Chiefs Code of Ethics is just one example of general and professional codes of conduct available for reference.

## Commentary

NFPA 1021 is designed in a JPR format unique to the NFPA Professional Qualifications Project. In many instances, the measure of a fire officer goes beyond the tasks associated with leadership positions. The NFPA Technical Committee has endorsed the IAFC Code of Ethics as an example of other reference material for practical application beyond NFPA 1021.

### Resource Spotlight

Access the International Association of Fire Chiefs (IAFC) Code of Ethics: [www.iafc.org/files/IASSOC/IAFCpol\\_CodeEthicsChiefs.pdf](http://www.iafc.org/files/IASSOC/IAFCpol_CodeEthicsChiefs.pdf).

Access the National Firefighter Code of Ethics – a code developed by a group of fire service leaders that calls on individual firefighters to pledge their support for maintaining the highest level of professionalism and behavior:  
[www.nvfc.org/hot-topics/firefighter-code-of-ethics](http://www.nvfc.org/hot-topics/firefighter-code-of-ethics).

**1.3.4** The fire officer at all levels of progression shall remain current with the general requirements for fire officers, human resource management, community and government relations, administration, inspections and investigations, emergency service delivery, and health and safety.

**A.1.3.4** Remaining current can be demonstrated by attending workshops, classes, and seminars; post-secondary education; certification; or accessing professional publications, journals, and web sites.

## Commentary

NFPA 1021 was developed to go beyond providing the fire officer with the tools for emergency services delivery. While safety and operational presence is important for leading firefighters, the fire officer’s responsibilities are wide-ranging and diverse. NFPA 1021 recognized several key knowledge areas that the fire officer should be aware of, including: human resource management, community relations, administration, inspection, and health and safety. At each level the fire officer’s tasks become more complex and detailed.

### Resource Spotlight

Learn from other officers by utilizing the IAFC’s company officer mentoring program: [www.iafc.org/CompanyOfficers/CompanyOfficerMentoring.cfm](http://www.iafc.org/CompanyOfficers/CompanyOfficerMentoring.cfm).



Take the NVFC’s online leadership training, which examines leadership styles, qualities, and practices to help your department function at a high level:  
[www.nvfc.org/training/education/courses](http://www.nvfc.org/training/education/courses).

**1.3.5** The fire officer at all levels of progression shall remain current with the general knowledge and skills and job performance requirements addressed in the level of qualification.

**A.1.3.5** The committee recognizes the importance of formal and continuing education and training programs to ensure the fire officer has maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state/provincial, or federal agencies as

well as professional associations and accredited institutions of higher education. The methods of learning can include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.

- > The Fire Officer I should be matriculated into an accredited institution of higher education as accepted by the AHJ.
- > The Fire Officer II should attain an associate degree or equivalent hours toward a baccalaureate at an accredited institution of higher education as accepted by the AHJ.
- > The Fire Officer III should attain a baccalaureate degree at an accredited institution of higher education as accepted by the AHJ.
- > The Fire Officer IV should attain a graduate level degree at an accredited institution of higher education as accepted by the AHJ.

It is recognized that higher education provides the knowledge, skills, and abilities that can help develop competent leaders and managers. The Technical Committee acknowledges that the Fire and Emergency Services Higher Education (FESHE) model serves as a professional development and career path template for aspiring fire officers. Further, these educational milestones are included only as recommendations for the development of fire officers and should not be viewed as requirements.

## Commentary

Fire officers should maintain and update their skills and knowledge based on their level of qualification. The Technical Committee strongly believes in the value of formal and continuing education and training programs, including higher education. NFPA 1021 recommends a strategy for education based on the leadership level. This strategy is modeled from the U.S. Fire Administration's (USFA) Fire and Emergency Services Higher Education (FESHE) program.



### Action Items

Determine the level of each of the fire officers with in the fire department and establish a plan for achieving educational goals.

### Resource Spotlight

Explore the USFA's FESHE program:  
[www.usfa.fema.gov/nfa/higher\\_ed](http://www.usfa.fema.gov/nfa/higher_ed).

## Fire Officer I

### 4.1 General.

For qualification at Fire Officer Level I, the candidate shall meet the requirements of Fire Fighter II as defined in NFPA 1001, Fire Instructor I as defined in NFPA 1041, and the job performance requirements defined in Sections 4.2 through 4.7 of this standard.\*

\*Refer to the *Fire Officer Level I* chart on page 23.

**4.1.1 General Prerequisite Knowledge.** The organizational structure of the department; geographical configuration and characteristics of response districts; departmental operating procedures for administration, emergency operations, incident management system and safety; fundamentals of leadership; departmental budget process; information management and recordkeeping; the fire prevention and building safety codes and ordinances applicable to the jurisdiction; current trends, technologies, and socioeconomic and political factors that affect the fire service; cultural diversity; methods used by supervisors to obtain cooperation within a group of subordinates; the rights of management and members; agreements in force between the organization and members; generally accepted ethical practices, including a professional code of ethics; and policies and procedures regarding the operation of the department as they involve supervisors and members.

**A.4.1.1** Other prerequisite knowledge can include an understanding of negligence, duty to act, standard of care, tort immunity, types of laws (statutes, regulations, etc.), role of OSHA, impact of NFPA standards on OSHA and standard of care, and sexual harassment.

**4.1.2 General Prerequisite Skills.** The ability to effectively communicate in writing utilizing technology provided by the AHJ; write reports, letters, and memos utilizing word processing and spreadsheet programs; operate in an information management system; and effectively operate at all levels in the incident management system utilized by the AHJ.

## Commentary

Fire Officer Level I is the primary stage in a series of supervisory functions that an individual can achieve as they begin to ascend the leadership ranks within an organization or agency. NFPA 1021 does not distinguish rank structure, but it does highlight the knowledge and skills associated with staff and line positions. Many similar distinctions can be made within each individual department or organization. The boundaries identified in this standard should not limit each entity, but it is largely recognized that certain categories exist within each leadership level.

Use this chart to better understand the knowledge and skills needed to successfully meet the requirements of Fire Officer Level I:

# Fire Officer Level I

Section of Standard	Requisite Knowledge	Requisite Skills
<b>4.2 Human Resource Management</b>	<ul style="list-style-type: none"> <li>• Making assignments</li> <li>• Methods of confirming understanding</li> <li>• Potential member-related problems or issues</li> <li>• Causes of stress</li> <li>• Member assistance policies and procedures</li> <li>• Human resource policies and procedures</li> <li>• Supervision and human resource management principles</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to condense instructions</li> <li>• Ability to issue instructions that conform with department policy</li> <li>• Ability to give direction</li> <li>• Ability to assist members in need</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to set and plan for priorities</li> </ul>
<b>4.3 Community and Government Relations</b>	<ul style="list-style-type: none"> <li>• Demographics and service organizations</li> <li>• Role and mission of the department</li> <li>• Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with public relations</li> <li>• Ability to communicate orally and in writing</li> <li>• Interpersonal skills</li> <li>• Ability to handle public inquiries</li> </ul>
<b>4.4 Administration</b>	<ul style="list-style-type: none"> <li>• Administrative policies and procedures</li> <li>• Records management</li> <li>• Budgeting</li> <li>• Department organizational structure</li> <li>• Functions of management</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Ability to communicate orally and in writing</li> </ul>
<b>4.5 Inspection and Investigation</b>	<ul style="list-style-type: none"> <li>• Inspection procedures</li> <li>• Fire detection, alarm, and protection systems</li> <li>• Fire and safety hazards</li> <li>• Marking and identification systems for hazardous materials</li> <li>• Fire behavior</li> <li>• Building construction</li> <li>• Inspection and incident reports</li> <li>• Suppression systems</li> <li>• Pertinent codes, ordinances, and standards</li> <li>• Types of evidence</li> <li>• The value of fire scene security and evidence preservation</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to communicate orally and in writing</li> <li>• Ability to apply codes and standards when applicable</li> <li>• Ability to use methods of evaluation</li> <li>• Ability to establish perimeters at an incident scene</li> </ul>
<b>4.6 Emergency Service Delivery</b>	<ul style="list-style-type: none"> <li>• Elements of a size-up</li> <li>• Standard operating procedures</li> <li>• Fire behavior</li> <li>• Available resources</li> <li>• Incident management systems</li> <li>• Scene safety</li> <li>• Personnel accountability systems</li> <li>• Post-incident analysis</li> <li>• Basic building construction</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyze an emergency scene</li> <li>• Ability to activate the local emergency plan, including an evacuation</li> <li>• Ability to allocate resources</li> <li>• Ability to communicate orally</li> <li>• Ability to implement an incident management system</li> <li>• Ability to manage scene safety</li> <li>• Ability to supervise and account for assigned personnel</li> </ul>

Section of Standard	Requisite Knowledge	Requisite Skills
	<ul style="list-style-type: none"> <li>• Basic fire protection systems</li> <li>• Basic water supply</li> <li>• Basic fuel loading</li> <li>• Fire growth and development</li> <li>• Departmental procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to write reports</li> <li>• Ability to evaluate skills</li> </ul>
<b>4.7 Health and Safety</b>	<ul style="list-style-type: none"> <li>• Common causes of injuries and accidents</li> <li>• Safety policies and procedures</li> <li>• Safety in the workplace</li> <li>• Components of an infectious disease control program</li> <li>• Conducting an accident investigation</li> <li>• National death and injury statistics</li> <li>• Fire service safety and wellness initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Identify safety hazards</li> <li>• Communicate orally and in writing</li> <li>• Conduct interviews</li> </ul>

*This chart provides a general overview of the knowledge and skills required to meet the Fire Officer I level found in Chapter 4 of the NFPA 1021 Standard for Fire Officer Qualifications. Refer to the complete standard text for more detail and context at [www.nfpa.org/1021](http://www.nfpa.org/1021).*

## Fire Officer II

### 5.1 General.

For qualification at Fire Officer Level II, the Fire Officer I shall meet the job performance requirements defined in Sections 5.2 through 5.7 of this standard.\*

\*Refer to the Fire Officer Level II chart on page 25.

**5.1.1 General Prerequisite Knowledge.** The organization of local government; enabling and regulatory legislation and the law-making process at the local, state/provincial, and federal levels; and the functions of other bureaus, divisions, agencies, and organizations and their roles and responsibilities that relate to the fire service.

**A.5.1.1** Other prerequisite knowledge can include an understanding of negligent hiring, negligent supervision, negligent retention; respondent superior; understanding of tort claims acts, sovereign immunity, statutory immunity, special duty, public duty; and knowledge of OSHA standards and citations and strategies for compliance with OSHA documentation requirements.

**5.1.2 General Prerequisite Skills.** Intergovernmental and interagency cooperation.

## Commentary

Each successive level brings more responsibility and challenges. Managerial duties and responsibilities are added in addition to the supervisory functions at the Fire Officer II level. These managerial duties include functions like correcting unacceptable performance, evaluating job performance, and creating a professional development plan for a department member. NFPA 1021 also cites requirements including cooperating with allied organizations, developing policies and procedures, and projecting a budget. From the perspective of delivering emergency services, NFPA 1021 involves the supervisor in producing operational plans, developing and conducting a post-incident analysis, and preparing a written report.

Use this chart to better understand the knowledge and skills needed to successfully meet the requirements of Fire Officer Level II:



# Fire Officer Level II

Section of Standard	Requisite Knowledge	Requisite Skills
<b>5.2 Human Resource Management</b>	<ul style="list-style-type: none"> <li>• Human resource policies and procedures</li> <li>• Problem identification</li> <li>• Organizational behavior</li> <li>• Group dynamics</li> <li>• Leadership styles</li> <li>• Types of power</li> <li>• Interpersonal dynamics</li> <li>• Job descriptions</li> <li>• Member evaluation programs</li> <li>• Common evaluation errors</li> <li>• Professional development plans</li> <li>• Job shadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to communicate orally and in writing</li> <li>• Ability to problem solve</li> <li>• Ability to promote teamwork</li> <li>• Ability to counsel members</li> <li>• Ability to plan and conduct evaluations</li> </ul>
<b>5.3 Community and Government Relations</b>	<ul style="list-style-type: none"> <li>• Agency mission and goals</li> <li>• External agencies in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to develop interpersonal relationships</li> <li>• Ability to communicate orally and in writing</li> </ul>
<b>5.4 Administration</b>	<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Problem identification</li> <li>• Supplies and equipment</li> <li>• A budgeting system</li> <li>• Purchasing laws, policies, and procedures</li> <li>• Format used for news releases</li> <li>• The data processing system</li> <li>• Planning and implementing change</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to allocate finances</li> <li>• Ability to relate interpersonally</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to use evaluative methods</li> <li>• Ability to interpret data</li> </ul>
<b>5.5 Inspection and Investigation</b>	<ul style="list-style-type: none"> <li>• Methods used by arsonists</li> <li>• Common causes of fire</li> <li>• Basic origin and cause determination</li> <li>• Fire growth and development</li> <li>• Preliminary fire investigative procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to communicate orally and in writing</li> <li>• Ability to use detective skills</li> </ul>
<b>5.6 Emergency Service Delivery</b>	<ul style="list-style-type: none"> <li>• Standard operating procedures</li> <li>• Available national, state/provincial, and local information resources</li> <li>• An incident management system</li> <li>• A personnel accountability system</li> <li>• Elements of a post-incident analysis</li> <li>• Basic building construction</li> <li>• Basic fire protection systems and features</li> <li>• Basic water supply</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to implement an incident management system</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to supervise and account for assigned personnel</li> <li>• Ability to serve in command staff and unit supervision positions</li> <li>• Ability to write reports</li> <li>• Ability to evaluate skills</li> <li>• Ability to correctly interpret response data</li> </ul>

Section of Standard	Requisite Knowledge	Requisite Skills
	<ul style="list-style-type: none"> <li>• Basic fuel loading</li> <li>• Fire growth and development</li> <li>• Data analysis</li> </ul>	
<b>5.7 Health and Safety</b>	<ul style="list-style-type: none"> <li>• Causes of unsafe acts</li> <li>• Health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to communicate in writing</li> <li>• Ability to interpret accidents, injuries, occupational illnesses, or death reports</li> </ul>

*This chart provides a general overview of the knowledge and skills required to meet the Fire Officer II level found in Chapter 5 of the NFPA 1021 Standard for Fire Officer Qualifications. Refer to the complete standard text for more detail and context at [www.nfpa.org/1021](http://www.nfpa.org/1021).*

## Fire Officer III

### 6.1 General.

For qualification at Fire Officer Level III, the Fire Officer II shall meet the job performance requirements defined in Sections 6.2 through 6.8 of this standard.\*

\*Refer to the *Fire Officer Level III* chart on page 27.

**6.1.1 General Prerequisite Knowledge.** Current national and international trends and developments related to fire service organization, management, and administrative principles, as well as public and private organizations that support the fire and emergency services and the functions of each.

**A.6.1.1** Other prerequisite knowledge can include an understanding of workers' compensation, civil service system, role of courts (civil suits, criminal proceedings, appeals, review of administrative decisions); criminal liability for offenses such as manslaughter and negligent homicide; EEO laws and civil rights; open records and open meetings laws; and conflicts of interests and ethics.

**6.1.2 General Prerequisite Skills.** The ability to research, to use evaluative methods, to analyze data, to communicate orally and in writing, and to motivate members.

## Commentary

An extensive part of Fire Officer III is devoted to human resource development and administration. NFPA 1021 outlines requirements such as the ability to establish personnel assignments to maximize efficiency, develop procedures for promotion, describe methods to facilitate and encourage participation in professional development, develop a plan for employee accommodation, and develop an ongoing education training program. Ultimately, the Fire Officer III requirements lay the groundwork for the administrative responsibilities that are further refined in Fire Officer IV. JPRs range from budget management to developing proposals and awarding bids, directing a management system, analyzing records and data, and developing a continuous organizational improvement model.

Community and government relations utilize a JPR for developing a community risk reduction program. Community risk reduction is used to establish and develop public education, fire inspection, and fireground operations. All of these components are included at the Fire Officers III level. An additional role at the Fire Officer III level includes engagement in local emergency management decisions. The Fire Officer III should be able to use state/provincial and national connections and resources to assist in mitigating an emergency or disaster. NFPA 1021 also cites a JPR to develop a plan for the integration of fire service resources in the community's emergency management plan.

Use this chart to better understand the knowledge and skills needed to successfully meet the requirements of Fire Officer III:

# Fire Officer Level III

Section of Standard	Requisite Knowledge	Requisite Skills
<b>6.2 Human Resource Management</b>	<ul style="list-style-type: none"> <li>• Minimum staffing requirements</li> <li>• Policies and procedures</li> <li>• Applicable federal, state/provincial, and local laws, regulations and standards, and policies and procedures</li> <li>• Interpersonal and motivational techniques</li> <li>• Professional development models</li> <li>• Goal setting</li> <li>• Agency benefits program</li> <li>• Agency legal requirements</li> <li>• Agency mission and goals, training program development, and needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to relate interpersonally</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to encourage professional development</li> <li>• Ability to mentor members</li> <li>• Ability to evaluate potential</li> <li>• Ability to counsel members</li> <li>• Ability to conduct research</li> <li>• Ability to conduct a needs assessment</li> </ul>
<b>6.3 Community and Government Relations</b>	<ul style="list-style-type: none"> <li>• Community demographics and needs</li> <li>• Resource availability</li> <li>• Customer service principles</li> <li>• Program development</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to relate interpersonally</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to analyze and interpret data</li> </ul>
<b>6.4 Administration</b>	<ul style="list-style-type: none"> <li>• Necessary supplies and equipment</li> <li>• Approved budgeting system</li> <li>• Revenue</li> <li>• Anticipated revenue</li> <li>• Expenditures</li> <li>• Encumbered amounts</li> <li>• Anticipated expenditures</li> <li>• Purchasing laws, policies, and procedures</li> <li>• Principles involved in the acquisition, implementation, and retrieval of information by data processing</li> <li>• Capabilities and limitations of information management systems</li> <li>• Policies and procedures</li> <li>• Physical and geographic characteristics and hazards</li> <li>• Demographics</li> <li>• Community plan</li> <li>• Staffing requirements</li> <li>• Response time benchmarks</li> <li>• Contractual agreements</li> <li>• Best practice assessment programs</li> <li>• Local, state/provincial, and federal regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to allocate finances</li> <li>• Ability to relate interpersonally</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to interpret financial data</li> <li>• Ability to use evaluative methods</li> <li>• Ability to organize and analyze data</li> <li>• Ability to conduct research</li> </ul>

Section of Standard	Requisite Knowledge	Requisite Skills
<b>6.5 Inspection and Investigation</b>	<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Inspection practices</li> <li>• Program evaluation</li> <li>• Applicable codes, standards, ordinances, and laws and their development process</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use evaluative methods</li> <li>• Ability to analyze data</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to use consensus-building techniques</li> <li>• Ability to organize plans</li> </ul>
<b>6.6 Emergency Service Delivery</b>	<ul style="list-style-type: none"> <li>• Policies, procedures, and standards (including NFPA 1600)</li> <li>• Resources, capabilities, roles, responsibilities, and authority of support agencies</li> <li>• Post-incident analysis</li> <li>• Emergency management plan</li> <li>• Critical issues</li> <li>• Involved agencies' resources and responsibilities</li> <li>• Procedures relating to dispatch response, strategy tactics and operations, and customer service</li> <li>• Needs assessment and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use evaluative methods</li> <li>• Ability to delegate authority</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to organize plans</li> <li>• Ability to write reports</li> <li>• Ability to evaluate skills</li> <li>• Ability to conduct a needs assessment</li> <li>• Ability to evaluate external resources</li> <li>• Ability to develop a plan</li> </ul>
<b>6.7 Health and Safety</b>	<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Accepted safety practices</li> <li>• Applicable codes, standards, and laws</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use evaluative methods</li> <li>• Ability to analyze data</li> <li>• Ability to communicate orally and in writing</li> </ul>
<b>6.8 Emergency Management</b>	<ul style="list-style-type: none"> <li>• Role of the fire service</li> <li>• Integrated emergency management system</li> <li>• Preparedness and planning</li> <li>• Emergency operation centers</li> <li>• Roles of local, state/provincial, and national emergency management agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to communicate orally and in writing</li> <li>• Ability to organize a plan</li> <li>• Familiarity with interagency planning and coordination</li> </ul>

*This chart provides a general overview of the knowledge and skills required to meet the Fire Officer III level found in Chapter 6 of the NFPA 1021 Standard for Fire Officer Qualifications. Refer to the complete standard text for more detail and context at [www.nfpa.org/1021](http://www.nfpa.org/1021).*

## Fire Officer IV

### 7.1 General.

For qualification at Fire Officer Level IV, the Fire Officer III shall meet the job performance requirements defined in Sections 7.2 through 7.7 of this standard.\*

\*Refer to the Fire Officer Level IV chart on page 29.

## Commentary

NFPA 1021 Fire Officer IV is designed with an administrative concentration series of job performance requirements. Still using many of the topics first highlighted in Fire Officer I, the characteristics of the JPRs are converted to skills bridging and creation and evaluation taxonomy for the Fire Officer IV level. Fire Officer IV duties involve appraising demographics, initiating development of programming, evaluating incentive programs, developing comprehensive long-ranging planning, and developing a comprehensive capital improvement project or program.

Use this chart to better understand the knowledge and skills needed to successfully meet the requirements of Fire Officer IV:



## Action Items

Define criteria for each fire officer level and ensure that officers understand the categories under their purview.

Make fire officer training and higher education a priority in the department.

## Resource Spotlight

Enhance leadership skills through the USFA's National Fire Academy Executive Fire Officer Program:  
[www.usfa.fema.gov/nfa/efop](http://www.usfa.fema.gov/nfa/efop).

## Fire Officer Level IV

Section of Standard	Requisite Knowledge	Requisite Skills
7.2 Human Resource Management	<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Federal, state/provincial, and local regulations</li> <li>• Community demographics, issues, and needs</li> <li>• Formal and informal community leaders</li> <li>• Contractual agreements</li> <li>• Training resources</li> <li>• Internal and external customers</li> <li>• Available assistance and incentive programs</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to relate interpersonally</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to delegate authority</li> <li>• Ability to analyze issues and member/management relations</li> <li>• Ability to problem solve</li> <li>• Ability to negotiate</li> <li>• Ability to conduct program implementation</li> <li>• Ability to organize data and resources</li> <li>• Ability to analyze needs, results, and programs</li> </ul>
7.3 Community and Government Relations	<ul style="list-style-type: none"> <li>• Community demographics</li> <li>• Community and civic issues</li> <li>• Effective customer service methods</li> <li>• Formal and informal community leaders</li> <li>• Public relations</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to communicate orally and in writing</li> </ul>
7.4 Administration	<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Physical and geographic characteristics</li> <li>• Demographics</li> <li>• Community plan</li> <li>• Staffing requirements</li> </ul>	

Section of Standard	Requisite Knowledge	Requisite Skills
	<ul style="list-style-type: none"> <li>• Response time benchmarks</li> <li>• Contractual agreements</li> <li>• Local, state/provincial, and federal regulations</li> <li>• Building and fire codes</li> <li>• Departmental plan</li> <li>• Training standards</li> <li>• Needs assessment</li> <li>• Risk, hazard, and value analysis methods</li> <li>• Community development features</li> <li>• Assessed valuation of properties in the community</li> <li>• Strategic planning</li> <li>• Capital improvement planning and budgeting</li> <li>• Facility planning</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to communicate orally and in writing</li> <li>• Ability to make public presentations</li> <li>• Ability to interpret fiscal analysis</li> <li>• Ability to comply with public policy processes</li> <li>• Ability to forecast resources and needs</li> <li>• Ability to analyze current department status requirements</li> <li>• Ability to analyze data</li> <li>• Ability to conduct a needs assessment plan</li> <li>• Ability to problem solve</li> </ul>
<b>7.5 Inspection and Investigation</b>	No additional JPRs at this level.	No additional JPRs at this level.
<b>7.6 Emergency Service Delivery</b>	<ul style="list-style-type: none"> <li>• Incident policies and procedures</li> <li>• Physical and geographic characteristics</li> <li>• Demographics</li> <li>• Target hazards</li> <li>• Incident management systems</li> <li>• Communications systems</li> <li>• Intelligence data</li> <li>• Contractual and mutual-aid agreements</li> <li>• Local, state/provincial, and federal regulations and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyze data</li> <li>• Ability to communicate orally and in writing</li> <li>• Ability to develop a disaster plan</li> <li>• Ability to coordinate and plan for interagency activity</li> <li>• Ability to organize a plan</li> </ul>
<b>7.7 Health and Safety</b>	<ul style="list-style-type: none"> <li>• Risk management concepts</li> <li>• Retirement qualifications</li> <li>• Occupational hazards analysis</li> <li>• Disability procedures, regulations, and laws</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use evaluative methods</li> <li>• Ability to analyze data</li> <li>• Ability to communicate orally and in writing</li> </ul>

*This chart provides a general overview of the knowledge and skills required to meet the Fire Officer IV level found in Chapter 7 of the NFPA 1021 Standard for Fire Officer Qualifications. Refer to the complete standard text for more detail and context at [www.nfpa.org/1021](http://www.nfpa.org/1021).*

# Checklist: NFPA 1021\*



Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Achievement Date	Notes, Modifications, Challenges
<b>Fire Officer I</b>				
4.1 Meets the requirements of Fire Fighter II as defined in NFPA 1001 and Fire Instructor I as defined in NFPA 1041				
General Prerequisite Knowledge				
Organizational structure				
Geographical configuration and characteristics of response district				
Departmental operating procedures for administration, emergency operations, incident management system, and safety				
Fundamentals of leadership				
Departmental budget process				
Information management and recordkeeping				
Fire prevention and applicable building safety codes and ordinances				
Current fire service trends, technologies, and socioeconomic and political factors				
Cultural diversity				
Methods used by supervisors to obtain cooperation from subordinates				
Rights of management and members				
Agreements between the organization and members				



Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Achievement Date	Notes, Modifications, Challenges
Generally accepted ethical practices				
Departmental policies and procedures involving supervisors and members				
General Prerequisite Skills				
Communicate effectively in writing				
Write reports, letters, and memos utilizing word processing and spreadsheet programs				
Operate in an information management system				
Effectively operate at all levels in the incident management system				
Human Resource Management				
Meets requisite knowledge outlined in the Fire Officer I Chart				
Meets requisite skills outlined in the Fire Officer I Chart				
Community and Government Relations				
Meets requisite knowledge outlined in the Fire Officer I Chart				
Meets requisite skills outlined in the Fire Officer I Chart				
Administration				
Meets requisite knowledge outlined in the Fire Officer I Chart				
Meets requisite skills outlined in the Fire Officer I Chart				





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Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Achievement Date	Notes, Modifications, Challenges
Inspection and Investigation Meets requisite knowledge outlined in the Fire Officer I Chart				
Meets requisite skills outlined in the Fire Officer I Chart				
Emergency Services Delivery Meets requisite knowledge outlined in the Fire Officer I Chart				
Meets requisite skills outlined in the Fire Officer I Chart				
Health and Safety Meets requisite knowledge outlined in the Fire Officer I Chart				
Meets requisite skills outlined in the Fire Officer I Chart				
<b>Fire Officer II</b> 5.1.1 General Prerequisite Knowledge				
Organization of local government Enabling and regulatory legislation and the law-making process at the local, state/provincial, and federal levels				
Functions of other bureaus, divisions, agencies, and organizations and their roles and responsibilities in relation to the fire service				
5.1.2 General Prerequisite Skills Intergovernmental and interagency cooperation				



Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Achievement Date	Notes, Modifications, Challenges
Human Resource Management Meets requisite knowledge outlined in the Fire Officer II Chart				
Meets requisite skills outlined in the Fire Officer II Chart				
Community and Government Relations Meets requisite knowledge outlined in the Fire Officer II Chart				
Meets requisite skills outlined in the Fire Officer II Chart				
Administration Meets requisite knowledge outlined in the Fire Officer II Chart				
Meets requisite skills outlined in the Fire Officer II Chart				
Inspection and Investigation Meets requisite knowledge outlined in the Fire Officer II Chart				
Meets requisite skills outlined in the Fire Officer II Chart				
Emergency Services Delivery Meets requisite knowledge outlined in the Fire Officer II Chart				
Meets requisite skills outlined in the Fire Officer II Chart				
Health and Safety Meets requisite knowledge outlined in the Fire Officer II Chart				
Meets requisite skills outlined in the Fire Officer II Chart				

Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Achievement Date	Notes, Modifications, Challenges
<p><b>Fire Officer III</b></p> <p>6.1.1 General Prerequisite Knowledge</p> <p>Current national and international trends and developments related to fire service organization, management, and administrative principles, as well as public and private organizations that support the fire and emergency services and the functions of each</p>				
<p>6.1.2 General Prerequisite Skills</p> <p>Ability to research, to use evaluative methods, to analyze data, to communicate orally and in writing, and to motivate members</p>				
<p>Human Resource Management</p> <p>Meets requisite knowledge outlined in the Fire Officer III Chart</p>				
<p>Meets requisite skills outlined in the Fire Officer III Chart</p>				
<p>Community and Government Relations</p>				
<p>Meets requisite knowledge outlined in the Fire Officer III Chart</p>				
<p>Meets requisite skills outlined in the Fire Officer III Chart</p>				
<p>Administration</p> <p>Meets requisite knowledge outlined in the Fire Officer III Chart</p>				
<p>Meets requisite skills outlined in the Fire Officer III Chart</p>				



Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Achievement Date	Notes, Modifications, Challenges
Inspection and Investigation Meets requisite knowledge outlined in the Fire Officer III Chart				
Meets requisite skills outlined in the Fire Officer III Chart				
Emergency Services Delivery Meets requisite knowledge outlined in the Fire Officer III Chart				
Meets requisite skills outlined in the Fire Officer III Chart				
Health and Safety Meets requisite knowledge outlined in the Fire Officer III Chart				
Meets requisite skills outlined in the Fire Officer III Chart				
Emergency Management Meets required knowledge outlined in the Fire Officer III Chart				
Meets required skills outlined in the Fire Officer III Chart				
<b>Fire Officer IV</b> Human Resource Management				
Meets requisite knowledge outlined in the Fire Officer IV Chart				
Meets requisite knowledge outlined in the Fire Officer IV Chart				
Community and Government Relations Meets requisite knowledge outlined in the Fire Officer IV Chart				



Content	Compliance Y = Yes / N = No	Plan to Achieve Compliance Y = Yes / N = No	Expected Achievement Date	Notes, Modifications, Challenges
Meets requisite skills outlined in the Fire Officer IV Chart				
Administration Meets requisite knowledge outlined in the Fire Officer IV Chart				
Meets requisite skills outlined in the Fire Officer IV Chart				
Emergency Services Delivery				
Meets requisite knowledge outlined in the Fire Officer IV Chart				
Meets requisite skills outlined in the Fire Officer IV Chart				
Health and Safety				
Meets requisite knowledge outlined in the Fire Officer IV Chart				
Meets requisite skills outlined in the Fire Officer IV Chart				

*\*This checklist coincides with the sections highlighted in this guide. Visit [www.nfpa.org](http://www.nfpa.org) to view the standard in its entirety.*

## Conclusion

Implementing standards can be challenging for departments. Though often daunting, it is important to remember that standards are essential in creating a healthy and safe environment for responders. Take the time to evaluate each section within a standard and develop an implementation plan based on current and future resources. Standards can be overwhelming when examined in their entirety. Break each standard down into small segments and focus on what is attainable and achievable. Each department's timeline will vary based on available resources and capabilities, but the overall goal of member safety remains the same.



## Additional Information

### NFPA

For further information on the NFPA standards development process, please visit the NFPA homepage at [www.nfpa.org](http://www.nfpa.org).

To obtain general information regarding the standards development process, contact:

#### NFPA Codes & Standards Administration Department

One Batterymarch Park  
Quincy, MA 02169-7471

Phone: 617-770-3000

Fax: 617-770-3500

Email: [stds\\_admin@nfpa.org](mailto:stds_admin@nfpa.org)



### NVFC

The NVFC is very active in the standards development process. As of January 2014, the NVFC has representatives serving on the following NFPA committees:

- > Ambulances
- > Emergency Medical Services
- > Fire and Emergency Service Organization and Deployment – Volunteer
- > Fire Department Apparatus
- > Fire Fighter Professional Qualifications
- > Fire Officer Professional Qualifications
- > Fire Prevention Organization and Deployment
- > Fire Service Occupational Safety and Health
- > Forest and Rural Fire Protection
- > Hazardous Chemicals
- > Hazardous Materials Response Personnel
- > Incident Management Professional Qualifications
- > Professional Qualifications Technical Correlating
- > Structural and Proximity Fire Fighting Protective Clothing and Equipment
- > Traffic Control Incident Management Professional Qualifications
- > Wildland Fire Fighting Protective Clothing and Equipment

To learn more about the NVFC's involvement, contact:

#### National Volunteer Fire Council

7852 Walker Drive, Suite 375  
Greenbelt, MD 20770

Phone: 1-888-ASK-NVFC (275-6832)

Fax: 202-887-5291

Email: [nvfcoffice@nvfc.org](mailto:nvfcoffice@nvfc.org)

Web site: [www.nvfc.org](http://www.nvfc.org)



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