Module B

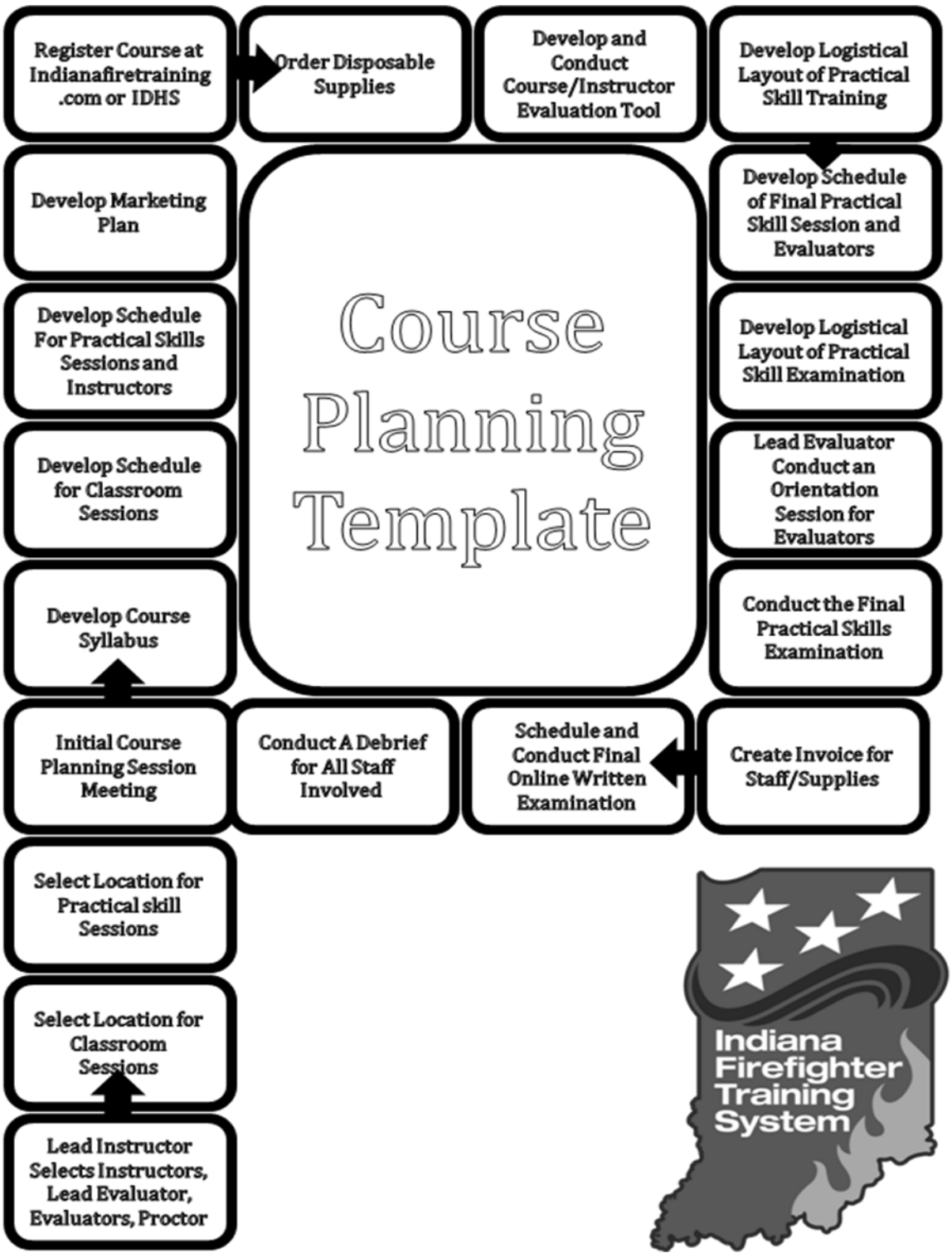
Board of Firefighting Personnel Standards and Education

Course Planning Template

Jones and Bartlett Hazardous Materials Awareness and Operations

This planning template should be used by the Lead Instructor and Lead Evaluator in planning this course.

April 2014
V8


Register Course at Indianafiretraining .com or IDHS
Order Disposable Supplies
Develop and Conduct Course/Instructor Evaluation Tool
Develop Logistical Layout of Practical Skill Training
Develop Marketing Plan
Develop Schedule of Final Practical Skill Session and Evaluators
Develop Schedule For Practical Skills Sessions and Instructors
Course Planning Template
Develop Logistical Layout of Practical Skill Examination
Develop Schedule for Classroom Sessions
Lead Evaluator Conduct an Orientation Session for Evaluators
Develop Course Syllabus
Conduct the Final Practical Skills Examination
Initial Course Planning Session Meeting
Conduct A Debrief for All Staff Involved
Schedule and Conduct Final Online Written Examination
Create Invoice for Staff/Supplies
Select Location for Practical skill Sessions
Select Location for Classroom Sessions
Lead Instructor Selects Instructors, Lead Evaluator, Evaluators, Proctor
Indiana Firefighter Training System

Preface

These curriculum materials provide the resources needed to teach the course listed. To satisfy local requirements, and to adjust to the amount of time available for instruction, you may want to customize the materials. To facilitate customization, the materials have been developed with Microsoft® Word and PowerPoint®.

Customizing the Curriculum

This curriculum should be customized to meet local needs – instructors may need to add additional information to meet requirements specific to their agency or organization. To customize the curriculum, you will need to first save the files to your computer. Refer to the Curriculum Tutorial on the dropbox for in-depth information and step-by-step directions for customizing the materials. You may customize the information in a manner that best suits your specific needs. The Microsoft® Word documents were created using Microsoft® Word 2007 and the Lesson Outlines contain a macro for slide insertion. To utilize the slide macro, you will need to enable macros when opening the documents and ensure your security settings allow the macro to run. If you do not want to enable the macro, click disable macros. If you choose to disable macros or your security settings will not allow the macro, the content of the document is not changed. The macro feature may not function in all versions of Microsoft® Word.

Planning Your Instruction

The amount of time allotted to training varies significantly from agency to agency. Therefore times are not listed in the curriculum. You may need more or less time for a specific topic depending on local needs. It is essential that you select the material that meets both your jurisdictional requirements and your available time. Be sure to look at test questions included. You may use the questions in the curriculum in various ways, for example, as a graded check on progress or as the basis for class discussion. If skill sheets are provided, review them to ascertain how many of them you want to include in your lesson plan.

Quality Assurance

As part of our Quality Assurance Program, a field inspector, designated by the Fire Training System may reach out to the Lead instructor to coordinate a site visit. These site visits are to ensure quality, consistency and compliance with the educational requirements of the course.

Changes to this document

We understand that there will need to be changes to this document. Review and improvements will be added on an annual basis. If you have corrections and additions send your information to the appropriate course manager at http://www.in.gov/dhs/firecertification.htm

Table of Contents

Code of Ethics

As the Lead Instructor, you have an obligation to teach, mentor, and set the example for the firefighters you are training to replace you. You must do so in a manner that is fair, ethical and in compliance with the standards set forth by the Board of Firefighting Personnel Standards and Education. If you do not take it seriously, then neither shall your students. Your course is subject to audit by the Board of Firefighting Personnel Standards and Education at any point before, during, or after the class is completed. Retention of the skills performed is the responsibility of the Lead Evaluator and the student, and record of the classroom material taught is upon YOU. Advise your students to retain copies of their completed skills sheets and provide a copy to their Training Officer for inclusion in their personnel file and hold yourself to the highest professional standard as an example. Lead Instructors and Lead Evaluators do not get in trouble for trying to meet the Standards- they get into trouble by 'pencil whipping' or lying about them.

Acknowledgements

The Fire Academy Training System would like to thank the following task force members for their time and dedication for this project. The amount of time and effort that was put into this document to ensure adequate knowledge of course preparation is highly appreciated.

John M. Buckman, III

David Probo

Brandon Wood

Jim Campbell

Jake Simpson

Course Preparation

Step 1: Identify the Lead Instructor, Lead Evaluator and Proctor

Instructors/ Evaluators				
Assignment	Name	Phone	Email	PSID Number
Lead Instructor				
Lead Evaluator				
Evaluator				
Evaluator				
Proctor				
Logistics **				
Planning **				
Safety Officer **				
Classroom Facility Contact				
Hands-On Training Facility Contact				

** For classes where hands-on or skill activities are not conducted these positions may not need to be filled. These positions can be filled by the same person if the lead instructor so deems it necessary.

Estimate of Time Expectations	
The time expectations are based upon 12-16 students.	
Class Start Date	
Class End Date	
Estimate of classroom hours (Recommended)	46
Estimate of hours to conduct the practical skills demonstration (Recommended)	2
Estimate of student hours to complete practical skill work	6
Estimate of hours to conduct the practical skills evaluation (Recommended)	4
Final written examination hours	3
Total number of hours (Classroom, practical skills evaluation/practice & cognitive exam)	61

Instructor/Evaluator to Student Ratio **The Instructor / Evaluator to Student Ratio will ensure quality instruction. The more involved the skill the smaller the ratio**	
Recommended Instructor to student ratio for practical skill demonstration.	1/1
Required Evaluator to student ratio for practical skill examination.	1/1
Required Evaluator to student ratio for practical skill final examination.	1/1

Step 2: Course Scheduling Information

Course Scheduling Requirements	
	Has the class been posted on the Indiana Fire Training Website for at least 30 days?
	If this is a district funded course, does the class have the required 15 students registered?
	If this is a district funded course, understand the budget for the class, and that any changes in the budget must be approved by the Training Coordinator.
	The Lead Instructor SHALL notify the Board of Firefighting Personnel Standards and Education 30 days before the start of the course. Notification is done by registering a course and then e-mailing the course number to the State Fire Training System. Course registration is done here: https://myoracle.in.gov/hs/training/public/fireApp.do

Step 3: Facility and Equipment Requirements

Facility Requirements	
Classroom	
	Have you reserved a classroom?
	Are you going to need a projector and screen?
	Does the room support Computer / Virtual Reality Simulations if needed?
	Does the room have Chalkboard/Marker Board/Easel Pads/Display board?
	Does the room support Television/Programs/Video Presentations?
	Do you have pencils, sharpener, pens, paper and other needed supplies?
	Sample Safety Data Sheets? (Formerly known as 'MSDS')
	Do you have the required number of Emergency Response Guidebooks?
	Container profile pictures with UN ID numbers

Drill Field / Training Center Requirements	
	Location
	Location must be able to have the proper specifications for the required skills (M1-13) as found in Appendix A

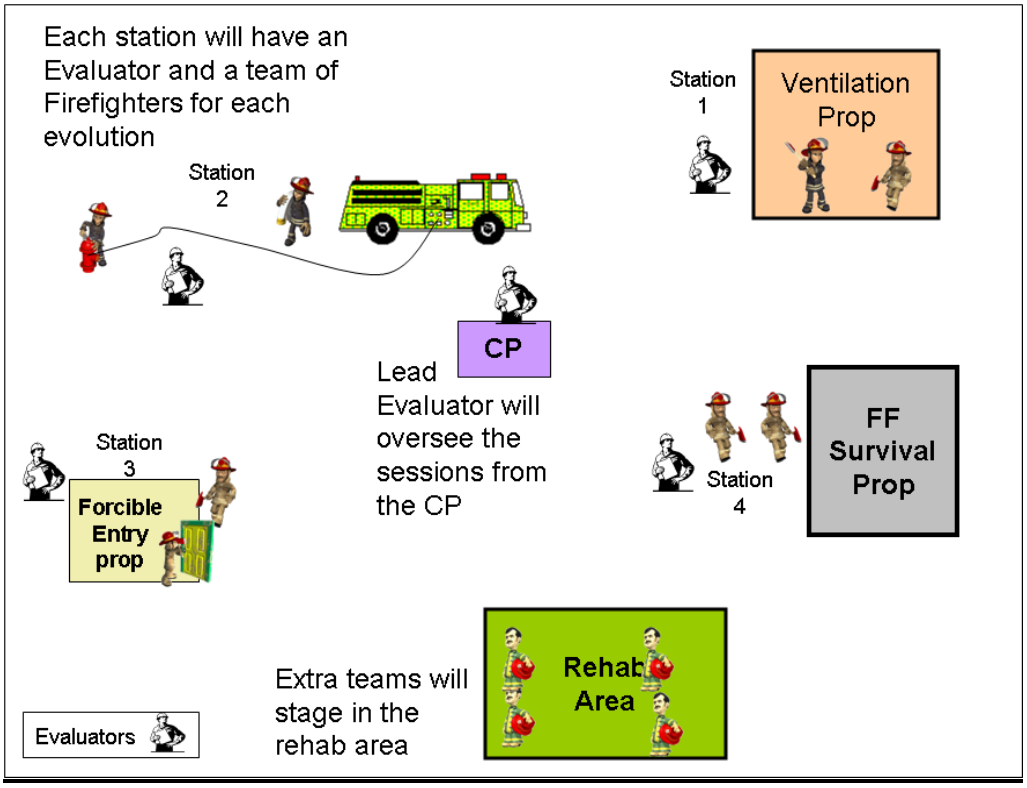
Equipment/Props/Supplies Required	
	NFPA 1901 compliant Pumper with equipment
	Full PPE and Chemical Protective Equipment for all students
	Emergency Response Guidebook and SDS (MSDS)
	Placards
	Foam proportioning system with aspirating nozzles and equipment
	Back up line from a separate water source
	Atmospheric monitoring equipment
	Simulated hazardous materials vapor vessel
	Simulated leaking hazardous materials liquid vessel
	Simulated hazardous material
	Hose lines with fog nozzles
	Tools, including radios, shovels, picks, wheelbarrows, tarps, pike poles, etc
	Absorbent materials, such as sawdust, clay, charcoal, polyolefin fibers, peat moss, earth, sand, rock, etc.
	Secure container with lid for contaminated material
	PVC Pipes for underflow & overflow dams

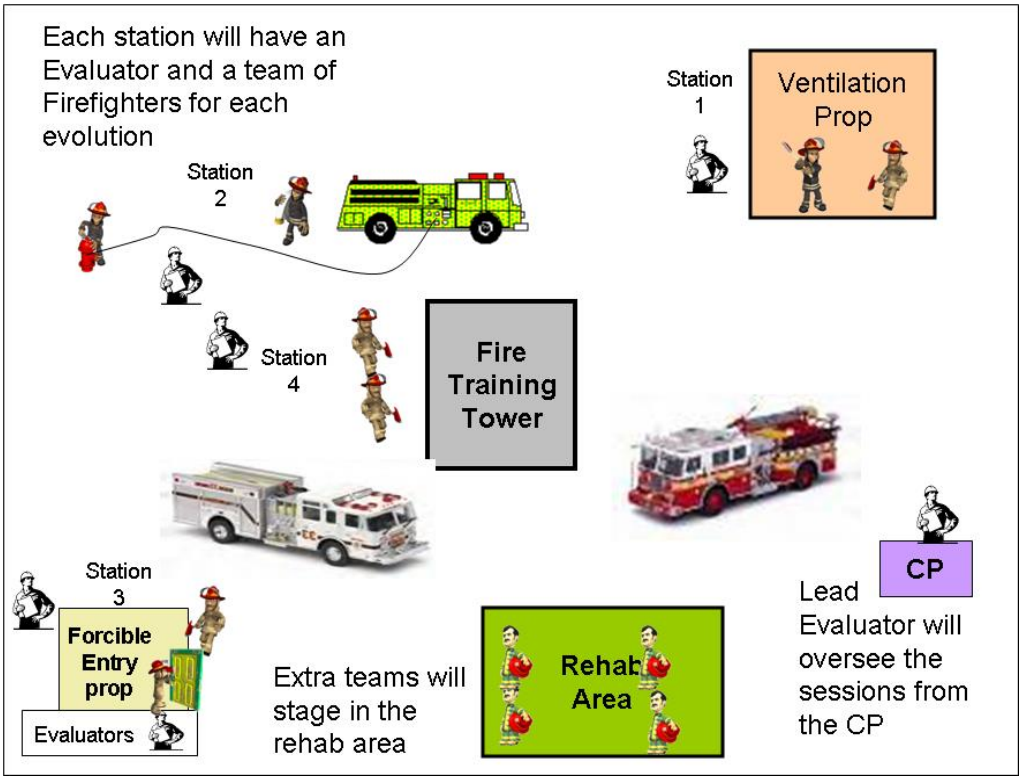
Compliance Documents			
If applicable, the facility you are using may require the following items.			
Description	**Necessary?**	**Description**	**Necessary?**
Ambulance Requirement?		Liability Waiver?	
Usage Permission?		Damage Waiver?	
Owner Staffing Expectation?		Medic	
Safety Officer		Driver	
Burn Permit (IDEM)		Local Permitting	

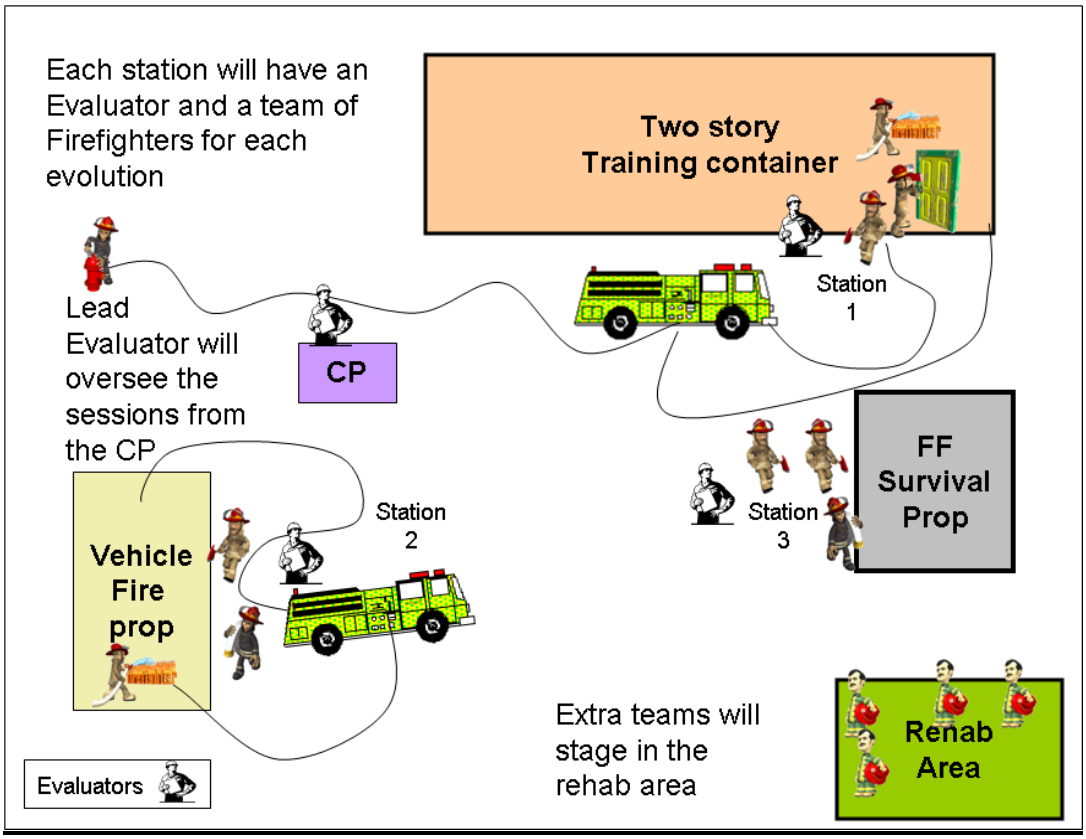
Step 4: Special Instructions

Course Preparation/Special Instruction
Ensure that the facility can accommodate the practical skill practice sessions AND exam. This class requires 'hands on' training and you must make certain that the facility you've chosen can provide the logistics needed for those skills.
Chapter Quizzes- The Lead Instructor shall give each chapter quiz and is expected to issue, grade and discuss the chapter quizzes with the students
Assignments that are due before the beginning of class are to be sent to the students at least 1 week prior to the class date
The Annex sections give supplemental information relating to the course preparation, application and evaluation of related content. The Lead Instructor is expected to read and understand all of the annex sections of this document
Lead Evaluators- If a student fails a skill, you may advise the student of what portion of the skills evaluation they failed and allow them to seek remediation with the Lead Instructor or an Instructor. After remediation by the Lead Instructor or an Instructor, the student may perform the failed skill in front of the Lead Evaluator or an assigned Evaluator

Practical Skill Diagrams






Each station will have an Evaluator and a team of Firefighters for each evolution
Two story Training container
Station 1
Lead Evaluator will oversee the sessions from the CP
CP
FF Survival Prop
Station 3
Vehicle Fire prop
Station 2
Extra teams will stage in the rehab area
Renab Area
Evaluators

Appendix A.

Additional Aides and Resources

Hazardous Materials Awareness & Operations / Jones & Bartlett Hazardous Materials Awareness and Operations

Start Date	Stop Date	Class room	Drill	Ch	Objective	Instructor/s Evaluator/s	Learning Activities, Supplies and Prop(s)
		Y	N		**SIDs**		http://www.in.gov/dhs/3093.htm
		Y	N		**Autism**		https://acadisportal.in.gov/acadisviewer/Registration/TrainingEventList.aspx
		Y	N		**Driver Safety**		http://www.in.gov/dhs/3093.htm
		Y	N		**Technical Rescue Awareness**		http://in.gov/dhs/3085.htm
				1	**Hazardous Materials: Overview Pages 2-17**		
		Y	N		Define a Hazardous Material		
		Y	N		Define weapons of mass destruction		
		Y	N		Describe the level of training; awareness, operations, technician and incident		

					commander		
		Y	N		Standards and regulations of hazardous materials		
		Y	N		The difference between a hazardous materials incident and other emergencies		
		Y	N		Explain the need for a planned response		
				2	**Hazardous Materials: Properties and Effects Pages 18-43**		
		Y	N		Describe the physical and chemical properties of hazardous materials		
		Y	N		Describe radiation and the differences between Alpha and Beta particles, gamma rays and neutrons		

		Y	N		Describe the differences between contamination & secondary contamination, exposure & contamination, exposure & hazard, infectious & contagious, acute & chronic effects/exposures		
				3	**Recognize and Identify Hazardous materials Pages 49-78 Skills Objectives**		
		Y	N		Describe occupancies that may contain hazardous materials		
		Y	N		Describe how your senses can be used to detect the presence of hazardous materials		
		Y	N		Describe specific containers and container shapes that might		

					indicate hazardous materials		
		Y	N		Describe shipping and storage tanks that could hold hazardous materials.		
		Y	N		Describe various types of apparatus that can transport hazardous materials		
		Y	N		Describe how to identify the product, owner, and emergency telephone number on a pipeline marker		
		Y	N		Describe the 704 NFPA hazard identification system		
		Y	N		Describe how to use the Emergency Response Guidebook (ERG)		ERG Training Program on the Acadis Portal
		Y	N		Describe how to use the Fire Fighter's Handbook of		

					Hazardous Materials		
		Y	N		Describe material safety data sheet (MSDS) and shipping papers		MSDS Training Videos http://www.osha-safety-training.net/cd-roms/115-ansi-msds-free-video-online.html
		Y	N		Describe CHEMTREC and National Response Center		
		Y	N		Describe how to identify criminal or terrorist activity involving chemical, biological, or radiological agents.		
		Y	N		Describe how to identify an illicit laboratory, explosive, and secondary devices		
		Y	Y		Use the Emergency Guide Book (M-2)		Emergency Response Guidebook (ERG), Material names, Placards, Container profile pictures U.N. I.D. numbers
				4	**Estimating Potential Harm and Planning a Response pages 83-107**		
		Y	N		Describe how to estimate the		

					potential harm or the severity of hazardous materials/ weapons of mass destruction (WMD)		
		Y	N		Describe resources to determine the size of a hazardous materials/WMD incident		
		Y	N		Describe exposure protection		
		Y	N		Describe how to report the size and scope of an incident		
		Y	N		Describe resources available for determining the concentrations of a released hazardous material		
		Y	N		Identify skin-contact hazards encountered		
		Y	N		Describe how to plan an initial		

					response		
		Y	N		Describe the potential for secondary attacks/devices		
		Y	N		Describe personal protective equipment (PPE) used for hazardous materials/WMD incidents and how to care for it		
		Y	N		Identify the purpose, advantages, and limitations of the following items: street clothing and work uniforms, structural firefighting protective clothing, High-temperature-protective clothing and equipment, chemical-protective clothing and equipment		

		Y	N		Discuss the levels of hazardous materials/WMD personal protective equipment (PPE)		
		Y	N		Discuss the importance of respiratory protection in a hazardous materials/WMD incident		
		Y	N		Describe the physical capabilities required and limitations of personnel working in PPE		
		Y	N		Describe the importance of having a plan in place to decontaminate a victim		
				5	**Implementing the Planned Response pages 108-131 Skills Objective**		
		Y	N		Describe how to notify the proper authorities and		

					request additional resources		
		Y	N		Describe the procedures for requesting additional resources		
		Y	N		Describe scene control procedures using control zones		
		Y	N		Describe appropriate locations for control zones and incident command posts.		
		Y	N		Describe effective coordinated communication techniques		
		Y	N		Describe evidence preservation		
		Y	N		Describe the role of the operations level responder, the incident safety officer, and a hazardous materials branch or group, at a		

					hazardous materials incident		
		Y	N		Describe levels of hazardous materials incidents		
		Y	N		Describe the incident command system		
		Y	N		Describe the importance of the buddy system and back up personnel		
		Y	N		Describe protective actions during search and rescue, evacuation, and shelter-in-place		
		Y	N		Describe the safety precautions to be observed, including safety briefings, as well physical capability requirements, including those for heat and cold stress, when		

					approaching or working in a hazardous materials environment		
		Y	N		Describe evaluation and communication of the status of the response		
		N	Y		Establish scene control procedures (M-13)		Department communication equipment, Emergency Response Guidebook
		N	Y		Establish evidence preservation (suggested)		Follow AHJ guidelines
		N	Y		Initiate an incident command system (suggested)		Follow AHJ guidelines
		N	Y		Perform tasks according to the incident action plan (suggested)		Follow AHJ guidelines
		N	Y		Perform emergency decontamination (M-1)		Appropriate protective clothing for decontamination and SCBA, Hose line or garden hose with nozzle
		N	Y		Evaluate and communicate progress in accomplishing		Follow AHJ guidelines

					the response objectives. (Suggested)		
				6	**Terrorism (suggested, not required) pages 132-155**		
		Y	N		Describe the threat posed by terrorism		
		Y	N		Understand the threat of terrorism from a broad perspective		
		Y	N		Describe various types of potential terrorist targets		
		Y	N		Understand the dangers posed by explosive devices and secondary explosive devices		
		Y	N		Define weapons of mass destruction		
		Y	N		Understand the basic differences and indicators of chemical, biological, and radiological threats		

		Y	N		Describe operational considerations at a terrorism event, including initial actions, interagency coordination, decontamination, mass casualties, triage		
				7	**Mission-Specific Competencies: Personal Protective Equipment pages 156-183**		
		Y	N		Describe personal protective equipment (PPE) used for hazardous material incidents		
		Y	N		Describe the capabilities of the PPE provided by the authority having jurisdiction (AHJ) so as to perform any mission-specific tasks assigned		

		Y	N		Describe how to don, work in, and doff the PPE provided by the AHJ		
		Y	N		Describe the performance requirements of PPE		
		Y	N		Describe ways to ensure that personnel do not go beyond their level of training		
		Y	N		Describe cooling technologies		
		Y	N		Terminate the incident by completing the reports and documentation pertaining to PPE		
		N	Y		Demonstrate the ability to properly don and doff PPE as provided by AHJ		PPE & SCBA
				11	**Mission-Specific Competencies: Product Control pages 240-261**		
		Y	N		Describe and identify the control options		

					available to operations level responders		
		Y	N		Describe and identify the control options available for flammable liquids and flammable gas incidents		
		Y	N		Describe the application and characteristics of aqueous film-forming foam, alcohol-resistant concentrates, fluoroprotein foams, protein foams, and high-expansion foams		
		Y	N		Identify the location and describe the use of emergency remote shut off devices on MC/DOT-306/406, MC/DOT-307/407, and MC-331 cargo tanks containing flammable liquids		

					or gases		
		Y	N		Describe the recovery phase and transition from emergency to clean-up		
		N	Y		Perform the following control activities: Absorption, Adsorption, Damming, Diking, Dilution, Diversion, Retention, Remote valve shut off, Vapor dispersion, Vapor suppression (M-3-9,11,12)		Full protective clothing and SCBA for all firefighters, aspirating nozzles and/or attachments, Hand lines appropriate for the size of prop, attack line supplied by a separate water source, Back-up line supplied by a separate water source, handheld radios, foam proportioning system, A pumping apparatus, driver/operator, atmospheric monitoring equipment, simulated hazardous material vapor vessel, hose line with attached fog nozzle, secure container with lid (for contaminated material) A water source and pumping apparatus, simulated hazardous materials liquid nitric acid spill contained in a ditch, leaking simulated hazardous materials liquid vessel, tools, including: shovels, picks, and wheelbarrows simulated hazardous materials liquid, retention vessel, earth, sand, or rock, absorbent material (sawdust, clay, charcoal, or polyolefin fibers), trash hooks, operable valve
		N	Y		Perform the following methods of applying foam: Rain-down method, Roll-in method, Bounce-off method (M-11)		Full protective clothing and SCBA for all firefighters, Aspirating nozzles and/or attachments, Hand lines appropriate for the size of prop, Attack line supplied by a separate water source, Back-up line supplied by a separate water source, Handheld radios, Foam proportioning system

Appendix B.

16 Life Safety Initiatives

The National Firefighter's Foundation has set a high priority on preventing line-on-duty deaths and injuries through the 16 Life Safety Initiatives.

As an instructor, you are encouraged to integrate these initiatives into your instruction process where applicable.

16 Life Safety Initiatives	
Access: http://www.lifesafetyinitiatives.com/	
#1 Cultural Change	#9 Fatality, Near-Miss Investigation
#2 Accountability	# 10 Grant Support
#3 Risk Management	#11 Response Policies
# 4 Empowerment	#12 Violent Incident Response
#5 Training & Certification	#13 Psychological Support
#6 Medical & Physical Fitness	#14 Public Education
# 7 Research Agenda	#15 Code Enforcement & Sprinklers
# 8 Technology	#16 Apparatus Design & Safety

On line class is found here and should be assigned to the students:
http://www.lifesafetyinitiatives.com/initiatives.html

Appendix C.

Utilizing the Four Step Method of Instruction

One of the best ways to assist the students in retaining the information learned is to use the four-step method of instruction. This method uses the following steps:

1. Preparation: Preparation will help you motivate your students and establish relevancy to the audience.
2. Presentation: During the presentation phase new ideas are presented to the students.
   a. Explain the skill
   b. State why it is important
   c. Show how it relates to other skills
   d. DO NOT simply rely on reading PowerPoint. An Instructor II/III should modify the presentation, adding or eliminating slides, in order to keep it interesting.

3. Application: Application is the most important step and is sometimes combined with the presentation step. Different techniques include questions, discussions, activities, and assignments
4. Evaluation: Evaluation will help you decide whether or not the students remembered what they learned. Evaluation can also assist you in making the course better in the long run.

Appendix D.

Motivating and Encouraging Students

There are a number of ways an instructor can motivate and encourage their students. Here are some ways that you may find beneficial:

1. Provide quality instruction that helps the students who try.
   a. No one likes an instructor that is ill prepared; as an instructor you have a duty to provide the best training possible.
2. Provide continuous feedback about student progress
   a. Every step of the way you should work to encourage the students and assist them in correcting deficiencies
3. Reinforce learning
   a. Work to find examples in day-to-day environments that the student can relate back to what they learned.
4. Repeat, repeat, repeat.
   a. Repetition will help the students gain confidence.

1. Managing Student Behavior

From time to time, students will act out in class. While some of this is to be expected, it is important for the instructor to maintain control, especially during dangerous evolutions.

Appendix E.

SAMPLE CLASS RULES & REGULATIONS

(Rules and regulations document based on the Vigo County Fire Academy. Lead Instructors are strongly encouraged to develop their own and make certain that students have a copy prior to the start of the class.)

Course Information

Course Description: This course is designed to challenge and prepare students for the Practical Skills Exam and Written Test. The Indiana Board of Firefighting Personnel Standards and Education offers other opportunities for students to further their education in all subjects of the fire service.

Prerequisites (Ensure students meet the Prerequisites.)

Instructors should have students refer to the Board Rules to make certain they are eligible for State Certification. Prerequisites can be found at http://www.in.gov/dhs/files/cert_prereq.pdf

Academic Information

Assessment

Lead Instructors must clearly communicate the class rules and regulations to the students prior to, or at the start of, the class. This should include; passing scores, 'bonus points', make up class exams, and the dates of the exams.

Student Expectations

Attendance

Students are required to attend all class sessions based upon the guidelines set by the Lead Instructor. Deviation from those guidelines must come from the Lead Instructor. Rarely- if ever- is it acceptable to miss the practical skills exam day. NEVER is it acceptable to do so without the prior permission of the Lead Instructor AND the Lead Evaluator. If a student must miss a practical skills exam day, this MUST be coordinated with the Lead Instructor and Lead Evaluator. The Lead Instructor and Lead Evaluator shall document why the student was absent from the practical skills exam day.

Absences / Tardiness

Absences and tardiness- as well as the consequences of each- shall be clearly communicated to the students prior to the start of the class. The Lead Instructor must set the policy, and adhere to it, as part of the planning process for the class.

Dress Code

Students in this program will be expected to always present a professional appearance, in accordance with the rules and regulations of their AHJ. If there are specific personal protective items required for the class, these will be communicated to the students by the Lead Instructor.

Discipline

Lead Instructors, as a part of the course planning, need to develop and communicate clear policies that govern class discipline. For example:

Students are expected to conduct themselves in a professional manner during all class periods and contact with public while representing themselves as a student of this class. The following actions are unacceptable and can subject the student to additional assignments, suspension, and/or dismissal from the program:

-Insubordination or any act of disrespect towards any instructor, preceptor, staff member, student or other member of the public;
-Disruptive behavior that interferes with learning environment;
-Failure to compete assigned class work;

The following actions will result in immediate dismissal from the program without further discussion and the student's fire chief notified:

-Being under the influence, or reasonable suspicion of, alcohol or illicit drugs during any class period;
-Any act of violence, or threat of such act, to any person;
-Any act of harassment towards any person in any way;
- Any act of academic dishonestly (cheating);
-Dishonesty regarding reason for an absence or tardiness;
-Failure to follow safety instructions;

Grievance Procedure

Any concern or complaint should first be addressed to the Lead Instructor.

If at any time, the student feels they need to speak to someone above the Instructor, or appeal any part of the discipline process, they may ask the Lead Instructor to schedule a conference with their supervisor and the student's supervisor.

ONE LAST EXPECTATION……. HAVE FUN!

We want all students to enjoy the class! These classes can be stressful, frustrating and time consuming. But, they should be fun as well.

If you are struggling in any way, please talk to the lead instructor! We may be able to help you learn what you are struggling with.

Students Rights

The primary function of a course of instruction is to deliver the information in an educational forum where students can prepare, learn, practice and test themselves constructively to meet the challenges of the State practical skills and written examination. Students should be provided full opportunity to inquire, to question, and to exchange ideas during course delivery.

1. Students shall have the responsibility to learn, and to respect the rights of others to learn. Students shall also respect the rights of others to teach.
2. Students shall have the right to hear and express various points of view on subjects without fear of reprisal or penalty provided the students recognize the rights of others and the limitations imposed by the laws of libel, slander, obscenity.
3. Students have the right to due process as outlined by the Authority Having Jurisdiction.
4. Students have the right to privacy.

Students should be given an opportunity to express opinions concerning the instruction received. Instructors must recognize that the evaluation of Instructors is an integral part of the certification process.

Appendix F

Facial Hair Policy

OSHA 1910.134- Fire Departments & SCBA

Respiratory protection- i.e. 'SCBA policies' must be a written part of every fire department's 'standard operating policy' (SOP). Both the Federal and Indiana Departments of Occupational Health and Safety (OSHA) have written regulations that govern the use of respirators (which includes Self Contained Breathing Apparatus (SCBA).

What follows below, is a summary of those parts of the regulations that directly affect ALL fire departments (employers) in the State of Indiana- whether staffed by volunteer, combination, career, territorial, or not-for-profit. This interpretation was written by a firefighter FOR firefighters in order to ensure we are providing the best possible safety for our members. OSHA language has been substituted by plain English and does NOT constitute a legal interpretation. While this document also does NOT encompass the entire OSHA standard (23 pages in length) it DOES address many of the issues specific to fire department operations. You are encouraged to contact IOSHA, the State Fire Marshall's Office, or the Indiana Fire Training System for further guidance. This document has been vetted and reviewed, but does NOT constitute a legal endorsement.

1910.134(c) Respiratory protection program. This paragraph requires the Fire Department, whether the staff is paid or not, to develop and implement a written respiratory protection program with required fireground procedures for SCBA use. Someone from within the Department must be named as responsible for seeing to it that the SCBA policy is followed at all times, aka a Chief, a Training Officer, a Safety Officer, etc. While there are multiple sections that cover procedures for selecting the proper respirators for use in the workplace, we generally only have ONE to choose from for interior fire attack - SCBA. *Fire Service personnel should **ALWAYS** err on the side of using versus not using SCBA.* Additionally, using 'dust masks'- either N-95 or N-100- for overhaul, is NOT effective as has been proven by multiple studies.

1910.134(e)(1) General. At a bare minimum, a firefighter's personal physician should certify the individual who desires to serve as a firefighter is medically able to wear, and work, in an SCBA as a firefighter. Ideally, this would be a physician who is knowledgeable of, or is contracted or associated with the Fire Department, to implement the provisions of NFPA 1582 and 1910.134, and has performed a medical evaluation consistent with the duties expected of a firefighter on the fire ground.

1910.134(f) Fit testing. Firefighters shall be fit tested prior to allowing them wear or use SCBA in an environment that is considered immediately dangerous to life and health (IDLH). There are also requirements as to the type of test used and that fit testing shall be conducted annually.

1910.134(k) Training and information. These sections require the fire department to provide training to firefighters who are required to use SCBA. The training must be comprehensive, understandable, and recur annually and more often if necessary. The employer shall ensure that each employee can demonstrate knowledge of at least the following: the proper use of respirators, when to wear it, why to wear it, donning and doffing, limitations on their use, the importance of a good mask fit, maintenance procedures, emergency procedures, cleaning, and storage.

OSHA 1910.156 Training. The fire department shall provide training and education for all members commensurate with those duties and functions that they are expected to perform. Such training and education shall be provided to firefighters **before** they perform fire emergency activities. Fire officers and training instructors shall be provided with training and education which is more comprehensive than that provided to the general membership. The employer shall assure that training and education is conducted frequently enough to assure that each member of the department is able to perform the member's assigned duties and functions satisfactorily and in a safe manner so as not to endanger other members. All members shall be provided with training at least annually. In addition, members who are expected to perform interior structural firefighting shall be provided with an education session at least quarterly.

1910.134(g)(1)(i) and 1910.134(g)(1)(ii) Face piece seal protection.
The fire department shall not permit SCBA *to be worn by firefighters who have: facial hair that comes between the sealing surface of the face piece and the face that interferes with valve function, or any condition that interferes with the face-to-face piece seal or valve function.* If an employee wears corrective glasses or other personal protective equipment, the department shall ensure that such equipment is worn in a manner that does not interfere with the seal of the face piece to the face of the user. Eyeglass frames cannot extend from within the mask, under the seal, to the ears.

1910.134(g)(3) Procedures for IDLH atmospheres and **1910.134(g)(4) Procedures for interior structural firefighting.** For all IDLH atmospheres, the employer shall ensure that: a rapid rescue team, consisting of at least two firefighters with appropriate equipment, training, and communications, remain outside for rescue. Further, ALL firefighters doing interior structural attack must do so in pairs and must use SCBA.

Note: Nothing in this section is meant to preclude firefighters from performing emergency rescue activities before an entire team has been assembled. One of the two individuals located outside the IDLH atmosphere may be assigned to an additional role, such as incident commander in charge of the emergency or safety officer, so long as this individual is able to perform assistance or rescue activities without jeopardizing the safety or health of any firefighter working at the incident.

1910.134(h)(1) Cleaning and disinfecting. The employer shall provide each SCBA user with an SCBA that is clean, sanitary, and in good working order. Face pieces must be cleaned after each and every use, stored in a manner to prevent damage, kept readily available, well maintained, checked for proper function before and after every use, and inspected at least monthly. Additionally, SCBA's must have a written (or digital) log as to the date they were inspected, by whom, kept charged to at least 90% of capacity, repairs made only by qualified persons (and those repairs logged), defective ones immediately pulled from service, and filled only with Grade D breathing air.

Appendix G

How to register a class with the State and Frequently Asked Questions FAQs

Prior to starting an application, please have the following information in hand- Lead Instructor name & PSID, Lead Evaluator name & PSID, Proctor name & PSID, Contact person name & phone number.

1) Go to https://myoracle.in.gov/hs/training/public/fireApp.do and either log into your account, or create one if you don't already have one.
2) Look for the link that states "create a new application" and click on it.
3) From the 'Course/Test name' drop down, choose the type of class you are going to offer. "on line testing" has additional requirements associated with it. Call the Fire Training System to make sure you meet them.
4) Select "Challenge" (which is automatically subject to audit), "Closed" if this is an class you don't want posted on the Training Calendar, or neither if this is a class you are offering to anyone.
5) Select the test date, understanding that it must be at least 15 days out.
6) Fill out the required information for the location, Lead Instructor, Lead Evaluator, Contact Person, and proctor.
7) Enter in the student names. If you are choosing to do on-line testing, you MUST enter the student's PSID's in- type their name, space twice and type in their number (ex Joe Smith 0000-0000).
8) When you have all of the information entered, hit "Submit". It will ask you if you are sure. Hit 'yes'. Your class is now locked and submitted to the State.
9) You may unlock the application to make changes to it by hitting the "request application to be unlocked" email link. Unlocking the application requires you to make certain that the test date is still at least 15 days out- if not, you will be forced to choose a new test date.

Important rules

1) All classes require at least 30 days notification to the State prior to the start date.
2) Test dates, including retests, must be at least 15 days out.
3) The Lead Evaluator must be an Instructor II/III and hold the certification for the class that they are evaluating.
4) The Lead Instructor must be at least an Instructor II/III unless the course being taught is "Mandatory Firefighter".
5) The Lead Evaluator cannot evaluate skills that they have helped teach as a part of the class.
6) The Lead Instructor cannot serve as the Proctor or Evaluator.

Frequently asked questions:

I don't know all the students names 30 days out. How do I notify the State if I don't know the names?

Notification can be made two different ways- a) by filling at an application (as described above), putting in a single name, hitting 'submit', and then immediately requesting the application be unlocked, or b) starting the application and then emailing the course number generated to the Fire Training System. If you choose 'a', you must make certain that the application is submitted at least 15 days prior to the desired test date.

I have someone who wants to join the class but wasn't included on the original roster. What do I do?

Your options are limited to contacting the State Fire Training System and asking for guidance. The Board Rules are specific about time notification requirements. If you are not flexible on moving your test date back in order to accommodate a late registrant, you will likely have to decline their admittance to the class.

Can a student take the class if they do not have all the pre-requisites?

It can be done, but is not considered a best practice by the IDHS. Students may take the classes out of order, but they may ***NOT*** obtain certification or test out of order without an appeal to the Board. The student would be well advised to take the classes as they appear, but TEST in the order required. Skills (JPR's) are only valid for 180 days, so if the student cannot complete the testing needed within the time frame, they will need to retake the class.

The class is very large and I need multiple Evaluators- do they all have to be Instructor II/III?

No. Only the Lead Evaluator must be an Instructor II/III, the others may be an Instructor I. However, the Lead Evaluator is accepting responsibility for ALL of the actions of all other evaluators.

I have someone who is going to teach a part of the class who is great at a particular area, but they are not an Instructor I, II/III or even a firefighter. Can I still use them?

Yes. Instructors with a particular knowledge area but do not have fire service certifications are known as Subject Matter Experts (SMEs). One example would be to use a trucking company SME to teach the portion of Hazardous Materials Operations where the SMEs information would be beneficial. Bear in mind, the Lead Instructor is still responsible for anything that the SME presents in the class.

What are the records keeping requirements? What happens if I get audited?

Students are required to keep copies of the work they did in order to meet the Job Performance Requirements (JPR's). Lead Instructors must keep copies of the classroom materials taught. Lead Evaluators must keep copies of the skills for each student they evaluated. An audit will request that you produce documentation in order to answer a single specific question concerning a portion of the class.

What classes are subject to audit?

ALL classes are subject to audit or site visit at any time by the State of Indiana. Please refer to the 'Code of Ethics' statement found earlier in this document. It is better to expect and prepare to be audited rather than 'roll the dice'.

I want the District to fund the class. How do I get them to pay for the class?

Contact your District representative or District Training Coordinator. In order a class to be funded by the district, it must be approved by the district's governing body to ensure there is adequate money in the budget to provide funds. There are strict limits on the amount of funding available for classes.

I want the District to fund the class. Are there any other rules that apply?

Yes. In addition to the class being approved by the specific district, there must be sufficient notice (minimum 30 days) must be given, you must have at least 15 students registered and a minimum of 12 attending on Day One, and it must be offered free of charge.