

**INDIANA BOARD OF FIREFIGHTING
PERSONNEL STANDARDS AND EDUCATION MEETING**

APRIL 29, 2013 6PM MINUTES

**Ft Wayne Public Safety Academy
7602 Patriot Crossing
Ft Wayne IN 46816
260-439-8200**

A MEETING CALLED TO ORDER at 6:15pm

B. ROLL CALL

PRESENT

Jeff Hayes

Jack Kerney

Candace Ashby

Mike Garvey

Greg Wyant

ABSENT

Burke Jones

Tom Hanify

C. APPROVAL OF March 18th 2013 MINUTES as submitted.

Jeff Hayes asked for a correction on page 7. Statement about he did not want to be railroaded into a decision has been stricken from the record.

James Greeson made a motion to approve with changes. Greg Wyant seconded. Motion passed.

D. CERTIFICATIONS REPORT, Barbara Goble,

1. E-mailing the directions for paper tests

Directions for paper tests are being e-mailed to the proctors now. You will no longer get the paper copies. You will get directions, roster sheet and the paper application. If you do not get this 7days prior to the test date, call us.

2. Incomplete bubble sheets, missing version #

We will no longer adjust the paper bubble sheets. If you do not put your PSID number in the identification location on them, the scanner will not pick up the answers. It is automatically void. If you do not put the version # in the J column or you put the wrong version# in it, we can no longer correct this. Your score will result in an 18% or a 22% when you actually received an 80%. This is a legal document and we will no longer correct the mistakes on it for you.

3. On-line testing

On-Line testing is taking off. The problem is that the students are not completing the on-line applications, and the lead evaluators are not completing the skills application. This will hold the system up and what you gained by taking on line test you lose in missing paperwork. Also, when you schedule the test for May 1st, this means you need to take the test on May 1st not May 10th. If you cannot complete the testing on the test date, call this office and tell us when you will complete it.

4. Issued 2709 certifications so far this year.

5. Certifications with the 11/11/1111 date

We are still having people think that they are certified when they have this date. YOU ARE NOT! Something was wrong with the original testing, missing paperwork, test invalid, not qualified, etc. You were never issued this certification. If you see this, and you think there is an error, call us. Find out what the problem is. Do not just ignore and think you are certified.

6. List students names, we no longer accept student 1, student 2 etc

We will no longer ship tests when the roster looks like this. You must put the student name in. If it is an on line test, we also require the PSID number next to the name. An on line test ID will not be created for any student that does not have his PSID. Also, it must be the correct PSID#. We will not hunt the student up to correct this. The individual registering the class is responsible for this information.

7. Marty McCrindle letter

Marty is going to retire at the end of this year.

Dear Members;

I would like to at this time thank all of you for the friendship and association I have had with most of you since my early years of involvement in Fire Service Instruction and the 40 plus years I have been connected to Emergency services. At this point in my life it is time to slow down and move on. I feel fortunate to have known many, worked closely with some and have developed a great deal of respect for this system. It is time for the next generation of Instructor(s) to take over at the Elkhart Area Career Center as well.

As I have told many, be safe because "Safety is through Education and Training".

E VARIANCE REQUESTS

1. Deborah Petersen requested a variance for instructor I. She is currently a PI and has been a Firefighter for over 10 years.

Staff recommends approval pending her passing the Instructor reciprocity test.

2. Joshua Hoepfner (Capt of Woodburn FD) requested a variance for Instructor II/III based on his Ohio teacher's license.

Staff recommends approval based on current teachers license. The requirements for this meet the NFPA standard.

James Greeson made a motion to approve. Candace Ashby seconded. Motion passed. Jeff Hayes stated that he researched this with his daughter who is a teacher in Ohio. He is an actual teacher, not a sub and he meets the requirements.

3. Benjamin Renz requested a variance for Instructor II/III based on his ILEA instructor certification. The Board tabled the request at the March meeting pending submission of the syllabus from ILEA class.

At this time, Mr. Renz has not submitted any additional documentation.

Staff recommends denial of the request. He may resubmit when he has the requested documentation.

Jack Kerney made a motion to approve staff recommendation. James Greeson seconded. Motion passed.

4. Dominic Martin requested a variance for Instructor II/III based on his primary Instructor certification.

Staff recommends denial. The EMS course does not meet the NFPA standard.

Candace Ashby made a motion to approve staff recommendation. Greg Wyant seconded. Motion passed.

Based upon a review of the syllabus provided by Mr. Martin for a Primary Instructor Course and comparing the outline to the Fire Instructor II/III objectives staff recommends denial based upon the PI course not meeting the objectives and candidate skill completion. The following objectives are the list of objectives staff believes the PI course does not cover that is part of the Instructor II/III. I have discussed this with Liz Fiato / IDHS EMS Training Chief.

Objective: Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and document. (NFPA 1041, 2007 Edition, 5.2.3)

Task: Using existing agency training resources, analyze budget needs according to training goals and budget policy. Identify and document those needs.

Objective: Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy. (NFPA 1041, 2007 Edition, 5.2.4)

Task: The candidate will assume that budget needs established in skill test 2 have been approved by the Authority having jurisdiction. The candidate will

demonstrate how to acquire training resources so that delivery is attained within established timelines, budget constraints and policy.

Objective: Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved. (NFPA 1041, 2007 Edition, 6.2.3)

Task: Make policy recommendations designed to promote the agency's training program. Use existing agency policies and procedures. Make policy recommendations that coincide with agency policy and training goals.

Objective: Select instruction staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals. (NFPA 1041, 2007 Edition, 6.2.4)

Task: Using instruction requirements, staff capabilities, and agency policy, choose instruction staff to teach various courses so that this selection achieves instructional goals.

Objective: Construct a performance based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies. (NFPA 1041, 2007 Edition, 6.2.5)

Task: Develop a performance based Instructor Evaluation plan using established job performance requirements and agency evaluation policy and procedures.

Objective: Write equipment-purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum. (NFPA 1041, 2007 Edition, 6.2.6)

Task: Write specifications for equipment purchasing. Use curriculum, training goals and agency guidelines. Purchase equipment that is appropriate and supports established curriculum.

Objective: Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that the recommendations are unbiased, supported, and reflect agency goals, policies, and procedures (NFPA 1041, 2007 Edition, 6.2.7)

Task: Using data summaries and known target audience, evaluate a teaching program and present findings conclusion, and recommendations in a report to the agency administrator. Presentation shall be supported by data, shall not be biased, and shall reflect agency goals, policies, and procedures.

Objective: Conduct an agency needs analysis, given agency goals, so that instructional needs are identified. (NFPA 1041, 2007 Edition, 6.3.2)

Task: Conduct a training need analysis for your agency. Use agency goals and policies to determine instructional needs.

Objective: Design programs or curriculums, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning principles are utilized,

and the program meets time and budget constraints. (NFPA 1041, 2007 Edition, 6.3.3)

Task: Using previously defined agency training needs analysis, design program or curriculum that fulfills agency goals, provides knowledge and skills that are job related, is performance based, uses adult learning principles, and meets time and budget constraints.

Objective: Write program and course goals, given JPR's and needs analysis information so that the goals are clear, concise, measurable and correlate to agency goals. (NFPA 1041, 2007 Edition, 6.3.5)

Task: Use JPR's to write program/course goal statements. Goals must be clear, concise, measurable, and adhere to agency goals.

Objective: Write course objectives, given JPR's, so that the goals are clear, concise, measurable and reflect specific tasks. (NFPA 1041, 2007 Edition, 6.3.6)

Tasks: Use JPR's to write course objectives. Objectives must be clear, concise, measurable and reflect specific tasks.

Objective: Supervise other instructors and students during high hazard training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed and instructional goals are met. (NFPA 1041, 2007 Edition, 5.4.3)

Task: Supervise an increased hazard training scenario so that safety standards and practices are followed and instructional goals are met.

Objectives: Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective reliable and verifiable manner, and the evaluation instrument is bias-free to any audience or group. (NFPA 1041, 2007 Edition, 5.5.2)

Task: Create a student evaluation instrument that determines if the student has achieved the learning objectives. The instrument must evaluate performance in an objective, reliable and verifiable manner. The instruments must be bias-free to any audience or group.

Objective: Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials. (NFPA 1041, 2007 Edition, 5.5.3)

Task: Create a class evaluation instrument that allows students to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

Objective: Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent

with agency policies, federal, state and local laws. (NFPA 1041, 2007 Edition, 6.5.2)

Task: Develop a record keeping system for the acquisition, storage, and dissemination of evaluation results so that the agency goals are supported and those impacted by the information receive feedback consistent with agency policies and applicable laws.

Objective: Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed. (NFPA 1041, 2007 Edition, 6.5.3)

Task: Create a course evaluation plan that measures objectives and adheres to agency policy.

Objective: Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement. (NFPA 1041, 2007 Edition, 6.5.4)

Task: Create a program evaluation plan so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.

5. Capt. Chad Gerardot requested a variance for instructor II/III. He passed the written exam in 2008, but was not qualified because he did not have 30 hours of documented teaching as instructor I submitted. Due to scheduling conflicts, at that time, he does not know if the hours were ever submitted. He has renewed his Instructor I in 2012 and would like those hours to count as his documented 30 hours and receive the certification from 2008.

Staff recommends denial. The time frame for this issue was March 2010.

James Greeson made a motion to approve staff recommendation. Mike Garvey seconded. Discussion:

Capt Gerardot was in the audience and spoke. He thought he had it, another instructor told him that the 11/11/1111 meant that the Instructor I and Instructor II/III expired on the same date. Capt Gerardot states that this certification will not affect his career or pay scale, he didn't really need it, but he thought he had it and would like to have it since he went through the class and tested. He was going through a lot of training at this time, and this just seems to have slipped through the cracks. He does not know if he did not submit the documents or if they just went missing somehow. He really does not know for sure what happened. Capt Gerardot stated that being an Instructor II/III is not critical to his job; he does not teach all that much, maybe teach an investigator class now and then,

James Greeson withdrew his recommendation. Candace Ashby seconded.

James Greeson made a motion to have staff find the documentation that Capt Gerardot sent in for 2009 and 2012 recertification and bring the findings back to

the board. Greg Wyant seconded. Request has been tabled until the June meeting.

Candace Ashby recapped the issue:

Capt Gerardot took the Instructor II/III test in 2008; he has not operated as an instructor II/III since that time, everything that he has done was under the Instructor I qualifications.

Greg Wyant requested that Capt Gerardot attend the June meeting either in person or on webinar.

6. Robert Cree requested a variance for Instructor I/ II/III based on his Primary Instructor.

Staff recommends approval for Instructor I pending his passing the instructor reciprocity test. A PI does not meet the requirements for Instructor II/II.

James Greeson made a motion to approve staff recommendation. Mike Garvey seconded. Motion passed.

F. REQUEST FOR RECIPROCITY.

1. Jupesi Gonzalez requested reciprocity for Firefighter I/II and Hazmat operations. He has certifications from Rhode Island dated 2008,

Recommend approval based upon the applicant submitting a copy of his Rhode Island Pro Board certificate/certification. If he does not have a ProBoard certification he should submit information indicating the training taken at Rhode Island is in compliance with the specific NFPA 472 standard.

Greg Wyant made a motion to table until further information is obtained. James Greeson seconded. Motion passed.

G. REQUEST FOR ADMINISTRATIVE APPEAL

No report at this time

H. STATE FIRE MARSHAL, JAMES GREESON

We conducted 3 Fire Marshal seminars around the state and they were all well attended. Thank Jeff Fox, Chief Buckman Gary Robison and anyone else that help with this. Anyone send any information that you would like to be discussed please send them to me.

Also want to mention the IVFA is in June 12-15 in Muncie. There will be a Board meeting there.

There has been a change in legislation that has the Marshal's office regulate the rigging around the stages and outdoor events now, and anyone that wants this information to the fair or festival events let us know. We have over 700 e-mails on the Marshal's news letter now so we are running into a little bit of a cost issue but we are going to work this out so that we do not lose. Ron Taylor, an Arson Investigator for the Fire Marshal's office back in the late 80's passed away last Friday in Martinsville. Funeral services will be at 11 am on Wednesday.

I. HOMELAND SECURITY CHIEF OF STAFF MIKE GARVEY.

I had the pleasure of sitting on the law enforcement board and they are interested in developing a cross walk between law enforcement instructors and fire instructors. I will be asking John to help develop this.

Also, we have positions open in our training division, one is the person in charge of EMS certification and compliance section, previously held by Rick Archer, we will be accepting applications in the next few weeks; EMS WMD Instructor position open; if anyone is interested watch the state job bank under Homeland Security.

MUTC exercise Sept 22-27, 2013, validating district task force and incorporating activities for a few other districts. Also, June 2014 is Capstone 2014 which is a large earthquake exercise. Details are still being worked out on this one.

Mara Snyder:

HEA 1325 Backfill Bill- allows the Executive Director to reimburse FD for the backfill cost of personnel who respond as a part of mobile support of State level declaration activation.

SEA 242- reporting requirements IERC list the date the member last completed ethics training. Fire Dept get reimbursed if respond under mutual aid, the requesting jurisdiction has to notify the helping jurisdiction and the helping jurisdiction has to send an invoice to the requesting jurisdiction saying these are the cost for the response of mutual aid. FEMA will not reimburse without the documentation. The request has to be reported within 30 days of the request. Also, this SEA allows this Board to adopt the updated NFPA standards within 5-6 months as opposed to 12-18.

SEA 243- allows DHS refuse to release home address and emergency contact phone numbers for emergency responders. Right now, this falls under a public access law, but as of July 1, we can refuse access to this information.

HEA 1111- Tactical EMS bill. Requirements to be part of a swat team. In 2007 they approved a curriculum and we now can create the rules for this.

SEA 290- Requires the EMS commission to help veterans who have done EMS in the military to get certified quickly.

HEA 1182- Physician order to post pone of treatment. Replaces the do not resuscitate. Post has to be executed by qualified person, and include signed by DR medical order for CPR, level of medical intervention; specify antibiotic and artificial nutrition should be provided.

J. STATE FIRE TRAINING DIRECTOR REPORT, JOHN BUCKMAN

- 1) Instructors teaching outside the state of Indiana.
- 2) Instructor update, renewal for 2 years starting June 1, 2013
We just want to remind everyone of this issue. This was a delayed rule 2 years ago. You can request all your dates to move to the same date. You must do this in writing.
- 3) Disciplinary board, consisting of?
 - 1 board member
 - 1 member of IVFA
 - 1 member of IFIA
 - 1 member?
 - 1 staff member as moderator

Once a decision is reached, the decision would go the board for formalization.

- 4) Rule rewrite, Dave Probo
- 5) If I have mandatory now, can I do the module testing?
Jack Kerney thinks it would be to our advantage to allow this.

- Fort Wayne firefighter resiliency program (a class to teach air management - decision making while under physical and mental stress) / Lieutenant Matt Brokaw Power Point showing part of his class on dealing with stress and how to deal with this for firefighters. What you learn in the class room, is NOT what happens in the real world. This teaches you not necessarily how to work a fire, but how to deal with the stress of actually being in a fire, and dealing with a falling ceiling, or a downed firefighter etc. This is the training you do not and cannot get in a classroom setting. We are taught to ABC but in the real world, when a fire is rolling and a ceiling is falling, this helps you get past that first few seconds, and deal with the issues at hand. This is basically for a class of 15 students, should take about 8 hours of training.
- Battalion Chief Robert Wirey / Fire Investigator Certification lead evaluator handbook skills evaluation report / at the end of this agenda. The committee consisted of:
 - Levi Carpenter, Investigator, Avon Fire
 - James Adams, Division Chief, Avon Fire
 - Stephen Coover, Battalion Chief, Bloomington Fire
 - Robert Dean, Chief Investigator, OSFM
 - Pascal Arnes, Deputy Chief, Decatur Twp. Fire
 - Rodney Johnson, Division Chief, Greenwood Fire
 - Fred Sumpter, Investigator, OSFM
 - Candace Ashby, Lieutenant, IFD
 - Chris Schenk, Lieutenant, IFD
 - Terry King, Investigator, Anderson Fire (ret)
 - Mark Froelich, Investigations, Vincennes University
 - Al Scarpelini, Investigations, Vincennes University
 - Robert Wirey, Division Chief, Lebanon Fire
 - James Bennett, Asst. State Fire Marshal (ret), OSFM
 - James Skaggs, Investigator, OSFM
 - David Bunn, Fire Marshal, Auburn Fire Dept.

- In the skills we changed a few words, we took testifying out, the NFPA states that you have to present your case. Also, practical skills consist of 3 scenarios. We eliminated that, NFPA states that all you have to have is a required scene. We do not actually have to have 3 burns + a vehicle. Those are the two big changes. We went from 13 skills sheets to 7 skill sheets. We did not eliminate any skills; we simply cleaned up the duplicate skills. We followed the path of the NFPA 1033. We kept this simple and easy to follow and complete. We combined interior and exterior examination of scene, instead of 2 skills it is combined into 1 skill. All inclusive. Photographing, videoing because the standard calls for video and photographing. The interviewing was 1 ½ pages and we stream lined those.

Skill sheet 7, (old page 13) nowhere in 1033 does it say you have to testify in court. It simply states that you have to present your case. You can present your case in the class room and it can be evaluated then. In order to get to the court room portion of this, you are going to have to prepare a CV and turn it in with your file. When you testify in court, you have to prepare a CV or a resume. Greg Wyant asked that the wording change from CV to resume. The average person could not complete a CV. This is way more detailed and time consuming and that you would have to take a separate class on how to fill one out.

Jack Kerney made a motion to approve the skills. James Greeson seconded. Motion passed.
- Firefighter I/II book selection committee report / Captain Jay Gorndt – Battalion Chief Jeff Berning.

We had the committee meet with the top 3 publishers. All publishers were there, however they did not have complete programs to show us. They were all missing the on line training courses, some did not have the instructor curriculum completed, and over all, we were not able to decide on anyone book because of this. There was a new book introduced, Fire Engineering, and we liked this book, but once again, the presentation was incomplete. This book is also more expensive than the others, but overall, the committee liked it. The on line portion from all publishers is going to be expensive. The license is for 1 year, and then you would have to pay to renew annually and this is not cheap. We will be meeting again once they have the complete product. Jeff Hayes asked if they had any recommendation at this point because the career schools need to place a book order by June in order to have the books by August. Jeff Berning explained again, that the committee could not recommend anything until they see the full product line.

All publishers promised the on line portion 3 years ago when we asked them in and so far, no one has produced this product.

John Buckman stated that we can get a committee to validate test banks to multiple books. Staff will not do this, but we will create the committee's to validate. Let us know if you want on these committees. Jeff Hayes stated that if these are done in the summer, he can help.

- Scott Schnell – Ireland Vol. FD (Volunteer)
- Lieutenant Adam Vaal – Jasper FD (Combination)
- John Smith – Huntingburg Vol. FD (Volunteer)
- Chief Scott Chasteen – Greensburg FD (Combination)
- Chief Les Markel – Decatur FD (Combination)
- Captain Jay Gorndt – Fort Wayne FD (Career)
- Battalion Chief Jeff Berning – Anthis Career Center/Fort Wayne (Career Center/Career FD)
- Chief of Training Charles Fadale – Fishers FD (Career)
- Chief of Training Dale Saucier – White River FD/Central Nine (Career Center/Career FD)
- Assistant Chief Jeff Murray – Mooreland FD (Volunteer)
- Assistant Chief (Ret.) John Grolich – Plymouth FD (Combination)
- Instructor I test review / comparing the 7th - 8th Edition of the IFSTA Fire and Emergency Services Instructor / this will be coming under separate email.
- Fire Officer II practical skills review
 - Willie Thompson Captain IFD
 - Charlie Fadale - Chief of Training Fishers
 - David Decker - Chief of Training IFD
 - Jay Gorndt - Captain Fort Wayne
 - Michael Miller Asst. Chief Fort Wayne
 - Michael Parks - Chief of Training Crown Point Fire
 - Mike Olrich - Captain Chesterton FD
 - Carlos Santos - Deputy Chief Harrods Creek FD
 - Bobby Brown - Shawswick FD
 - Courtney Marx - Newburgh FD/Toyota Fire Protection
- Creating a book review committee for Instructor I/II/III and Fire Officer Strategy and Tactics / due by September 1, 2013 and adding Inspector
- Fire Officer II lead evaluator handbook / skill evaluation review, modification and/or approval / this will be coming under separate email
Candace Ashby made a motion to approve the skills, James Greeson seconded. Motion passed.
- Fire Instructor I/II/III comparison to the new standard. Information is at the end of this agenda.
 - This report is a comparison of the NFPA 1041 2007/2012 editions. This gives us guidance on what changes needed to be made to the curriculum and to the practical skills sheets.

We are looking at a way to score the skills exam so that it can be counted as a portion of the written exam score. This gives more value to the skills and not as much as to the written test.

Tom Hanify will be at the June meeting. He will be talking about recertification.

Ken Woodall suggested a renewal program. Right now, we have 140,000 records in our system. Most are retired or deceased. We have no way of knowing if you are an active member of a fire dept or other. Mr. Woodall's suggestion is that every 2 years (?) you have to go in and renew your Firefighter certification. This is not training; it is not anything more than clicking on a button that says you are still active. This way, we can

clean up our system. If a person quit and then comes back, we can go in and reactivate his records.

K. ADMINISTRATIVE PROCEEDINGS, JUDGE BIPPUS

No report at this time.

L. OLD BUSINESS

1. Adding the Technical Rescue Awareness to the Firefighter module system. Jeff Hayes.

Larry Southard has concerns that the module was set up for Firefighter ½ and now we are throwing everything else in there that we don't know what to do with. Now you have put hazmat awareness and operations and now you are putting in the tech rescue, and all of this should be up to the instructors of the class as to what they want involved. This was supposed to save time and be easier but no one likes all of this other stuff thrown in here with it.

Jeff Hayes thought the tech rescue was going to be optional but now it looks like it is going to be required.

Dave Probo asked to wait on this decision until we hear back from the pilot testing. We have 1 in Brown County, 2 in Rochester, and maybe 3 more going on.

Jeff Berning stated that he did not have time to add to cover the additional requirements and if this was optional, then they would have to opt out.

Mara Snyder that the board needs to determine their interpretation of IC36-8-10-.5-7 (a) (10), Basic Recognition of special hazards. Both for module and regular classes.

M. NEW BUSINESS

1. IFSAC report, ~~Greg Wyant~~ John Buckman

John Buckman and I went to the airport to fly to OK but they canceled the flight due to weather. We had a few issues with IFSAC.

- a) We issued IFSAC certifications to ALASKS residents. This is in violation of IFSAC rules.
- b) We removed the Edition date from the certification. IFSAC wants us to put it back on.
- c) We have been issuing Firefighter ½ without proof of Hazardous Material Operations. This is required training for Firefighter 1 per the standard. We

were told about this in 2011 when they were here for the inspection, this fell through the cracks, we are now correcting this.

We are not going to do anything until we receive the letter from IFSAC stating exactly what we have to do to correct the issues. So far, we have 19 people since 2011 that this is an issue, and we are looking to see if they have received the training.

This is a requirement for both state and IFSAC certification. We will start the education portion, we have to get the word out, and give people time to get the training.

N. Any comments, suggestions, issues, for the good of the order?

O. MEETING ADJOURNED at 9:45pm

NEXT MEETING:

JUNE 13, 2013 9AM

**Horizon Convention Center –Interurban Hall
401 S HIGH ST
MUNCIE IN 47305
765-288-8860**

Fire Investigator Practical Skills Examination / DRAFT for review by the Board. Action necessary to modify the submitted material, approve as submitted or send back to the committee.

NFPA 1033 4.1		General
1.	Conduct Investigation utilizing Unified Command Structure	
2.	Establish a Lead Investigator	
3.	Obtain information from Incident Command: <ul style="list-style-type: none"> • Document who the Incident Commander is.(also first Fire Officer on the scene if different) • Document any injuries or fatalities. • Document who, where and how the first attack was made on the fire. • Document all pertinent fire suppression activities (i.e. forced entry, broken windows, ventilation holes, evidence moved to exterior, etc.) • Document any time frames or other pertinent information that IC can give you. • Document all agencies that were involved. • Document weather conditions time of fire. 	
4.	Lead Investigator to determine and assign tasks as needed to complete the Investigation.	
5.	Document and obtain the right to conduct the investigation.	
6.	Conduct a scene safety assessment.	
7.	Determine the Level of PPE required.	
8.	Conduct the Investigation utilizing all elements of the scientific method	

NFPA 1033 4.2		Scene Examination
1.	Secure the scene and determine an entry and exit point.	
2.	Start on the Exterior of the scene. (Noting the following) <ul style="list-style-type: none"> • All sides of the structure (Undamaged and Damage) • Security of the structure • Entry and location points of all utilities. • Any potential evidence. • Any damage to exposures. • Anything else pertinent to the investigation. 	
3.	Start the Interior Exam from least damage to worse damage (Noting the following) <ul style="list-style-type: none"> • Note remaining movement and intensity patterns. • Note damage and the effects from conduction, convection, and radiation to identify path of fire travel. • Impact of suppression efforts. • Protected areas • Presence and/or absence of contents • Location of all HVAC, Utilities and Appliances • Fire effects on the structure, contents, and its components. • Anything else pertinent to the investigation. 	
4.	Interpret the effects of burning characteristics on different types of materials.	
5.	Interpret variation of fire patterns on different materials.	
6.	Interpret the effects of ventilation (Fire Department, Mechanical, or Natural)	
7.	Return contents removed to their “ described “ locations (Reconstruct the scene)	
8.	Examine the HVAC, utilities, and appliances <ul style="list-style-type: none"> • Can they be eliminated as a cause of the fire through visual examination? • Examine carefully to prevent the possibility of any spoliation of evidence. 	
10.	Determine area of origin.	

11.	Determine all competent ignition source(s) in the area of origin.
12.	Analyze data, develop, and test each hypothesis to determine the source and form of heat ignition, first material ignited, and ignition sequence.
13.	Determine the need for any expert resources needed for further investigation.

As the scene is examined, documentation of the scene by the use of photos, sketches and notes should be utilized per NFPA 1033 4.3.

NFPA 1033 4.3		Documenting the Scene
1.	Photographing/Videoring:	<ul style="list-style-type: none"> • Use a systematic approach as used in your scene examination. • Complete a Photo Log.
2.	Sketch the scene with rough floor plan which includes:	<ul style="list-style-type: none"> • Direction and Measurements • All evidence and/or sampling locations • Pertinent content locations and/or locations of victims • Area(s) and or point(s) of origin • Utilities
3.	Gather Field Notes:	<ul style="list-style-type: none"> • Occupants Names • Insurance Information • Utility types • Dispatch times • Any other pertinent Information • Document all suppression/ alarm systems.

NFPA 1033 4.4		Evidence Collection/Preservation
1.	Protect and/or locate, collect, and package evidence, so that evidence is:	<ul style="list-style-type: none"> • Identified • Preserved • Collected • Packaged <p>To prevent damage and or contamination.</p>
2.	Maintain chain of custody using:	<ul style="list-style-type: none"> • Proper markings, tags and logs • Written and photograph documentation • Proper storage or transfer of evidence.

NFPA 1033 4.5		Interviews
1.	Develop an interview plan:	<ul style="list-style-type: none"> • Who is to be interviewed (owner, occupants, bystanders, firefighters) • Information to be obtained • Strategy to be used
2.	Conduct the interviews	
3.	Analyze the information from the interviews.	

NFPA 1033 4.6		Post Incident Investigation
1.	Gather all notes, reports, and records needed to analyze.	
2.	Evaluate the file to see:	

	<ul style="list-style-type: none"> • Any areas needing further investigation or research. • Any discrepancies are discovered • Any relationships can be made
3.	Formulate an opinion based on scientific methodology concerning origin, ignition source, cause classification, and responsibility for the fire, given all findings so that the opinion is supported by the data, facts, records, reports, and evidence.

NFPA 1033 4.7		Presentations	
1.	Submit a completed case file, included must be a written report that meets the needs of the intended audience.		
2.	Verbalize in a class presentation how you arrived at your conclusion.		
3.	Prepare a short press release.		
4.	Prepare a CV to turn in with you final case file.		

NFPA 1041 – Chapter 4 Instructor I

2007 Edition

4.2.3 Prepare training records and report forms, given policies and procedures and forms, so that required reports are accurately completed and submitted in accordance with the procedures.

(A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

(B) Requisite Skills. Basic report writing and record completion.

2012 Edition

4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

(A) Requisite Knowledge. Resource management, sources of instructional resources and equipment.

(B) Requisite Skills. Oral and written communication, forms completion.

Analysis

4.2.3 (2007 Edition) has been moved to 4.2.5 with some wording changes. With this change it will require staff to update the appropriate Skill Sheet(s) for the Instructor I to include requesting resources for to successfully complete of the practical skill. This JPR is only skill based so no changes needed to written test, however should be reviewed for possibly being included in the written test.

2007 Edition

4.2.4 Not in edition.

2012 Edition

4.2.4 Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure.

(A) Requisite Knowledge. Departmental scheduling procedures and resource management.

(B) Requisite Skills. Training schedule completion.

Analysis

This is a new JPR which will require staff to develop a new Skill Sheet that includes the scheduling of instructional sessions following departmental procedures This JPR is only skill based so no changes needed to written test, however should be reviewed for possibly being included in the written test.

2007 Edition

4.2.5 Not in edition.

2012 Edition

4.2.5 Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.

(A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

(B) Requisite Skills. Basic report writing and record completion.

Analysis

This JPR was originally 4.2.3 (2007 Edition) and was moved to 4.2.5 with some wording changes. With this change it will not require staff to update Skill Sheet #1 for the Instructor I. Requisite knowledge and skills are worded the same as 4.2.3 (2007 Edition). This JPR is only skill based so no changes needed to written test, however should be reviewed for possibly being included in the written test.

2007 Edition

4.3.2(A) Requisite Knowledge. Recognition of student limitations, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

2012 Edition

4.3.2(A) Requisite Knowledge. Recognition of student limitations and cultural diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

Analysis

For this JPR there are only minor wording changes to the Requisite Knowledge. The only change between the 2007 and 2012 editions was the addition of ‘...and cultural diversity’. The staff should not have to adjust any Skill Sheets for this JPR change since the skill sheets address generically students, believe this to be sufficient. With this only being a minor wording addition to the Requisite Knowledge there should be no need for review of written test for this change.

2007 Edition

4.4.2(B) Requisite Skills. Use of instructional media and materials.

2012 Edition

4.4.2(B) Requisite Skills. Use of instructional media and teaching aids.

Analysis

For this JPR there are only minor wording changes to the Requisite Skills. The only change between the 2007 and 2012 editions was the change in the wording ‘...and materials’ to ‘...and teaching aids’. The staff should not have to adjust any Skill Sheets for this JPR change since it is being more specific with the wording of teaching aids instead of materials. This JPR is only skill based so no changes needed to written test, however should be reviewed for possibly being included in the written test.

2007 Edition

4.4.3 Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved.

(A) Requisite Knowledge. The laws and principles of learning, teaching methods and techniques, lesson plan components and elements of the communication process, and lesson plan terminology and definitions.

(B) Requisite Skills. Oral communication techniques, teaching methods and techniques, and utilization of lesson plans in the instructional setting.

2012 Edition

4.4.3 Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

(A)* Requisite Knowledge. The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor’s role in distance learning.

(B) Requisite Skills. Oral communication techniques, methods and techniques of instruction, and utilization of lesson plans in an instructional setting.

Analysis

For this JPR there is only the following additional wording ‘...applicable safety standards and practices are followed, and risks are addressed’. This additional information will require staff to add additional wording in the appropriate skill sheets to effectively address this change to the JPR. There is also a significant change to the Requisite Knowledge, which will require a review of written test to verify all information is being

covered. The Requisite Skills has only minor wording changes which should not affect written or practical tests.

2007 Edition

4.4.5 Adjust to differences in learning styles, abilities, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained.

(A)* Requisite Knowledge. Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

(B) Requisite Skills. Basic coaching and motivational techniques, and adaptation of lesson plans or materials to specific instructional situations.

2012 Edition

4.4.5* Adjust to differences in learning styles, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

(A)* Requisite Knowledge. Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

(B) Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

Analysis

For this JPR there is only one word added between the 2007 and 2012 Editions. That word is 'cultures'. With this addition there only needs staff review of Skill Sheets to verify there are no changes needed. As for the written test there should be no changes.

There were no changes to the Requisite Knowledge. As for the Requisite Skills there is only an addition of 'correction of disruptive behaviors', which is a skill and this should already be addressed in the skill sheets, so no action needed.

2007 Edition

4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.

(A) Requisite Knowledge. Test administration, agency policies, and laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

2012 Edition

4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.

(A) Requisite Knowledge. Test administration, agency policies, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

Analysis

For this JPR the addition of the following wording was added ‘...so that bias or discrimination is eliminated’. With this wording change there should be no changes needed for the Skill Sheets or written test.

As for the Requisite Knowledge the following was added ‘...and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records’. The staff should review written test to determine if there is any questions needing changed or updated to effectively cover the JPR.

2007 Edition

4.5.3(A) Requisite Knowledge. Grading and maintaining confidentiality of scores.

2012 Edition

4.5.3(A) Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.

Analysis

For this JPR the addition of the following wording added ‘...methods, methods for eliminating bias during grading’. With this wording change staff will need to review written test to determine if the question(s) effectively cover the material contained in the JPR. There is no practical skills needing changed.

NFPA 1041 – Chapter 5 Instructor II

2007 Edition

5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

2012 Edition

5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs or learning objectives for the topic are addressed, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.

Analysis

For this JPR the following words were added ‘...or learning objectives’. With these words added there does not need to be any adjustments, basic content and intent is still being met between the 2007 and 2012 editions and there does not need to be any adjustments made in the practical and for the written, staff will need to review for any adjustments.

As for the Requisite Knowledge, there was a few wording adjustments and some additional wording. With these changes the basic content and intent is similar between the two editions and there does not need to be any adjustments made in the practical and for the written, staff will need to review for any adjustments.

2007 Edition

5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs for the topic are achieved and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

2012 Edition

5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.

Analysis

For this JPR the following words were added ‘...or learning objectives’. With these words added there does not need to be any adjustments, basic content and intent is still being met between the 2007 and 2012 editions and there does not need to be any adjustments made in the practical and for the written, staff will need to review for any adjustments.

As for the Requisite Knowledge, there was a few wording adjustments and some additional wording. With these changes the basic content and intent is similar between the two editions and there does not need to be any adjustments made in the practical and for the written, staff will need to review for any adjustments.

2007 Edition

5.5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.

2012 Edition

5.5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates relevant performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.

Analysis

For this JPR the following word was added ‘...relevant’. With this word added there does not need to be any adjustments, basic content and intent is still being met between the 2007 and 2012 editions and there does not need to be any adjustments made in the practical or written.

2007 Edition

5.5.4 Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

(A) Requisite Knowledge. Test validity, reliability, and item analysis.

(B) Requisite Skills. Item analysis techniques.

2012 Edition

5.5.4 Not in edition.

Analysis

Since this JPR has been moved from the 2012 edition to 6.5.5, staff will need to move and change JPR numbers to coincide with the written and practical skill sheets.

NFPA 1041 – Chapter 6 Instructor III

2007 Edition

6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.

(A) Requisite Knowledge. Needs analysis, task analysis, development of JPRs, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

2012 Edition

6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified and solutions are recommended.

(A) Requisite Knowledge. Needs analysis, task analysis, development of JPRs, lesson planning, instructional methods for classroom, training ground, and distance learning,

characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

Analysis

For this JPR the following words were added ‘...and solutions are recommended’. With these words added staff will need to review for any adjustments to the written and practical skill sheets.

As for the Requisite Knowledge, the following words were added ‘...for classroom, training ground, and distance learning’. With these changes the basic content and intent is similar between the two editions staff will need to review for any adjustments.

2007 Edition

6.5.5 Not in edition.

2012 Edition

6.5.5 Analyze student evaluation instruments, given test data, objectives, and agency policies, so that validity is determined and necessary changes are made.

(A) Requisite Knowledge. Test validity, reliability, and item analysis.

(B) Requisite Skills. Item analysis techniques.

Analysis

Since this JPR has been moved from the 2007 edition (5.5.4), staff will need to move and change JPR numbers to coincide with the written and practical skill sheets.