Firefighter II

Board of Firefighting Personnel Standards and Education

Course Planning Template

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

September 2016
V9

Course Planning Template

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 Schedule of Final Practical Skill Session and Evaluators

Develop Logistical Layout of Practical Skill Examination

Lead Evaluator Conduct an Orientation Session for Evaluators

Conduct the Final Practical Skills Examination

Create Invoice for Staff/Supplies

Schedule and Conduct Final Online Written Examination

Conduct A Debrief for All Staff Involved

Initial Course Planning Session Meeting

Develop Course Syllabus

Develop Schedule for Classroom Sessions

Develop Schedule For Practical Skills Sessions and Instructors

Develop Marketing Plan

Select Location for Practical skill Sessions

Select Location for Classroom Sessions

Lead Instructor Selects Instructors, Lead Evaluator, Evaluators, Proctor

Indiana Firefighter Training System

Need to know Items for Lead Instructors

1. **ALL** skills outlined in the Lead Instructor Handbook and/or Lead Evaluator Handbook must be completed as outlined on the skill sheets by **ALL** students.

2. Skills can be completed in any order during training.

3. Skills can also be completed in groups such as select, carry and raise a ground ladder, advance a hoseline up a ladder, flow water from a ground ladder can be completed as an evolution.

4. Lead Instructors must ensure that Competency Profiles are completed for each student prior to qualifying for the final skills exam.

5. Competency Profiles can be located in the Lead Instructor Handbooks and Lead Evaluator Handbooks.

6. ALL students must pass the scenario based Final Practical Skills Exam prior to qualifying for the written exam.

7. Scenarios for the Final Practical Skills Exam can be located in the Lead Evaluator Handbook.

8. Lead Evaluator Handbooks and Lead instructor Handbooks can be located at web address http://in.gov/dhs/3096.htm

Need to know Items for Lead Evaluators

1. Skill evaluations for FF II are comprised of 1 evolution style scenario. Scenarios, and testing directions are located in the Lead Evaluator Handbook.

2. Scenario assignments are located in the Lead Evaluator Handbook and Lead Instructor Planning Template.

3. Ensure the test site for the final skills examination have all necessary facilities and props to complete all scenarios.

4. Contact your District Training Representative for assistance with obtaining props.

5. Ensure all students have completed Competency Profiles prior to taking the Final Skills Practical Examination.

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

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Code of Ethics

As the Lead Instructor, Lead Evaluator or Proctor, 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, Jake Simpson, Patrick Harper, Jim Campbell

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)	26
Estimate of hours to conduct the practical skills demonstration (Recommended)	9
Estimate of student hours to complete practical skill work	27
Estimate of hours to conduct the practical skills evaluation (Recommended)	8
Final written examination hours	3
Total number of hours (Classroom, practical skills evaluation/practice & cognitive exam)	73

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.	1/4
Required Evaluator to student ratio for practical skill examination.	1/4
Required Evaluator to student ratio for practical skill final examination.	1/4

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?

Drill Field / Training Center Requirements	
	Location(s):
	Do you have the necessary props to successfully complete the training/testing requirements?
	Have you contacted your district representative to obtain the district prop trailers?
	A multi-story training center is highly recommended for this course. Do you have access to a training center?

Equipment/Props/Supplies Required	
	Fully equipped NFPA 1901 compliant Engine and Driver/Operator
	Wall Breach Prop
	Entanglement Prop
	Safety and Survival Rescue Prop
	400’ / 1.5” or 1.75” hose
	Halligan bar(s)
	24’ and/or 35’ extension ladder(s)
	K-12 Saw or Chain Saw
	Rescue Randy or other device to serve as victim in search and rescue drills.
	12 traffic cones minimum or comparable scene control devices
	Material to cover SCBA facepiece lens for reduced visibility drills
	Smoke generator
	Flashlights
	Building to be used for search drills
	Salvage covers
	Bucket/Brush/Shop Towels
	Ventilation fan / gas or electric powered
	Safety goggles for each student used during cutting drills
	Forcible entry door prop
	Locking pliers/chair/Utility rope
	Dowel rods for forcible entry prop
	Pike pole
	Rubber mallet
	Hydrant wrench

	Targets to be used during stream evolution if desired
	Cribbing for vehicle stabilization
	Hand and power extrication tools
	Blanket
	Burn Building or Acquired Structure
	Flammable Gas Prop
	5 foot section of rope for each student
	Forcible Entry Prop
	Vertical Ventilation Prop
	Reduced clearance prop
	Water supply of 500 gpm minimum
	Handline fog nozzle
	Handline straight bore nozzle- 3/4” bore
	12’ roof ladder
	Flathead Axe / Pickhead Axe
	PPE for each student
	SCBA for each student
	Spare SCBA cylinder for each student or a compressor or cascade at the training site.
	SCBA sanitizing materials in accordance with manufacturers recommendation.
	Portable communications devices
	Props to be used in the search building for obstructions and simulated contents of a normal residential structure.
	Cleaning supplies for equipment maintenance
	Tool box with full compliment of tools
	Gasoline for powered portable tools
	Motor oil for powered portable equipment
	Search and Rescue rope/strap 20’ in length
	Wooden wedge for forcible entry drill
	Ladder or Life Safety belt
	Soft sleeve hose 25’ in length up to 5”
	Spanner wrenches (2)
	Portable water tank (optional)
	Jet siphon (optional)
	Wrecked automobile (1 vehicle for 4 students)
	Backboard
	Salvage Covers
	Flammable Liquid Prop
	20 foot Rope
	2 Sheets of plywood and drywall per student

Compliance Documents

If applicable, the facility you are using may require the following items.

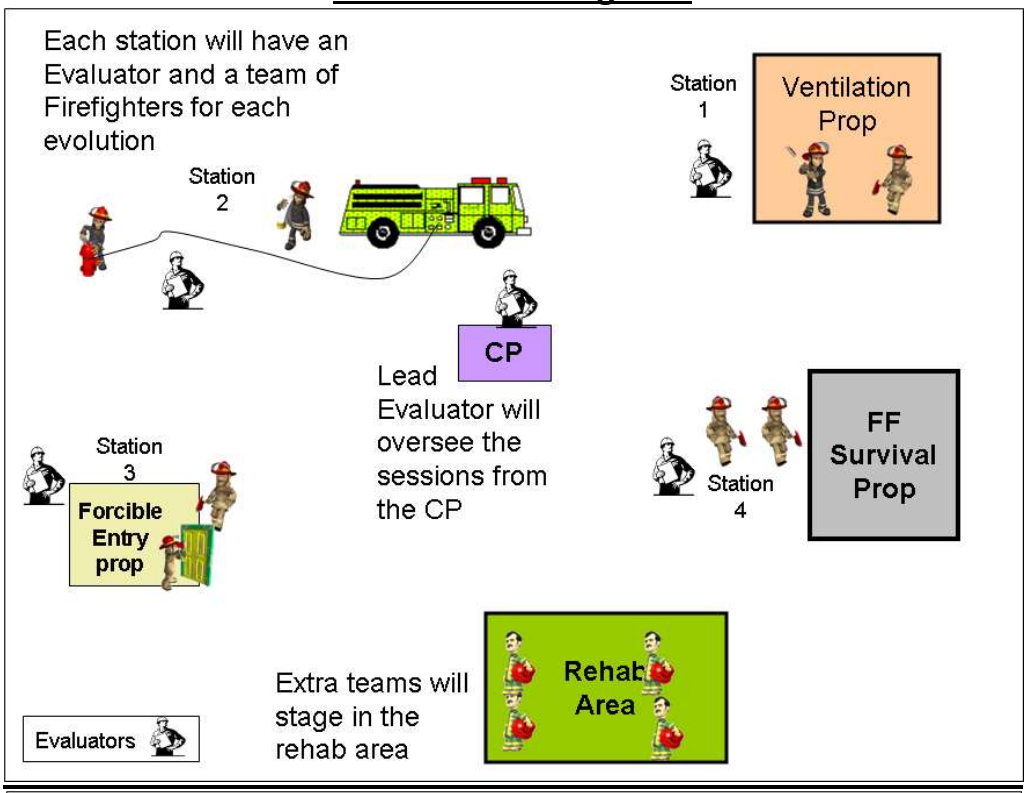
Description	**Necessary?**	**Description**	**Necessary?**
Ambulance Requirement?		Liability Waiver?	
Usage Permission?		Damage Waiver?	
Owner Staffing Expectation?		Medic	

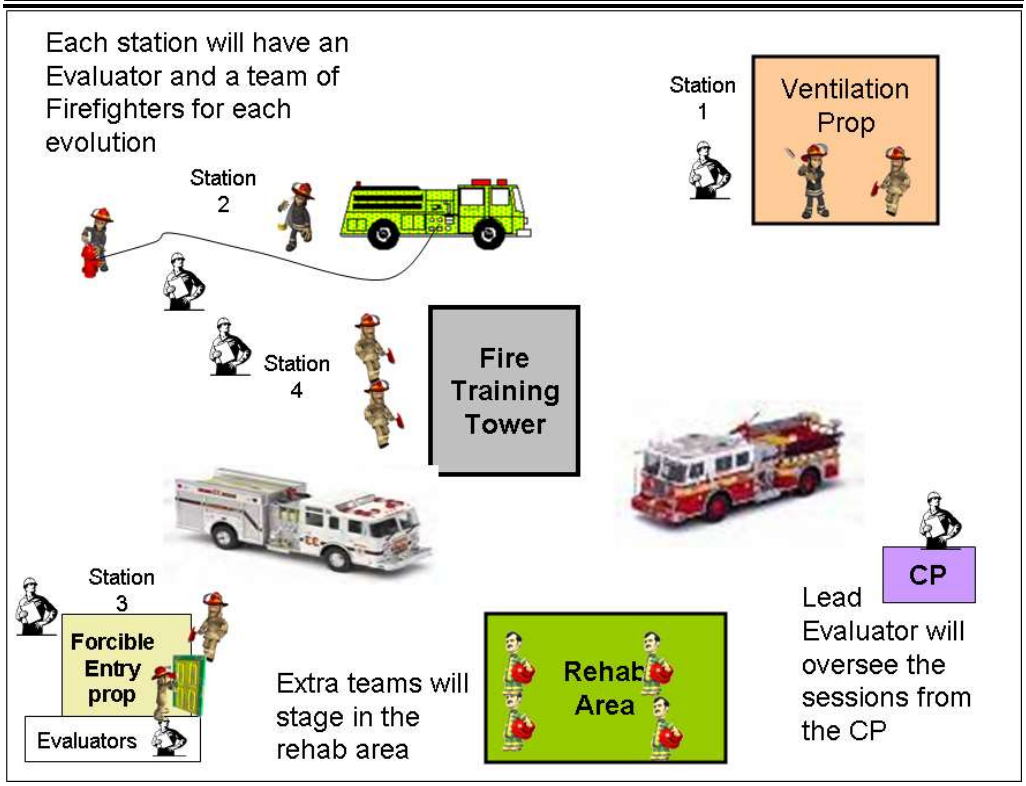
Safety Officer		Driver	
Burn Permit (IDEM)		Local Permitting	

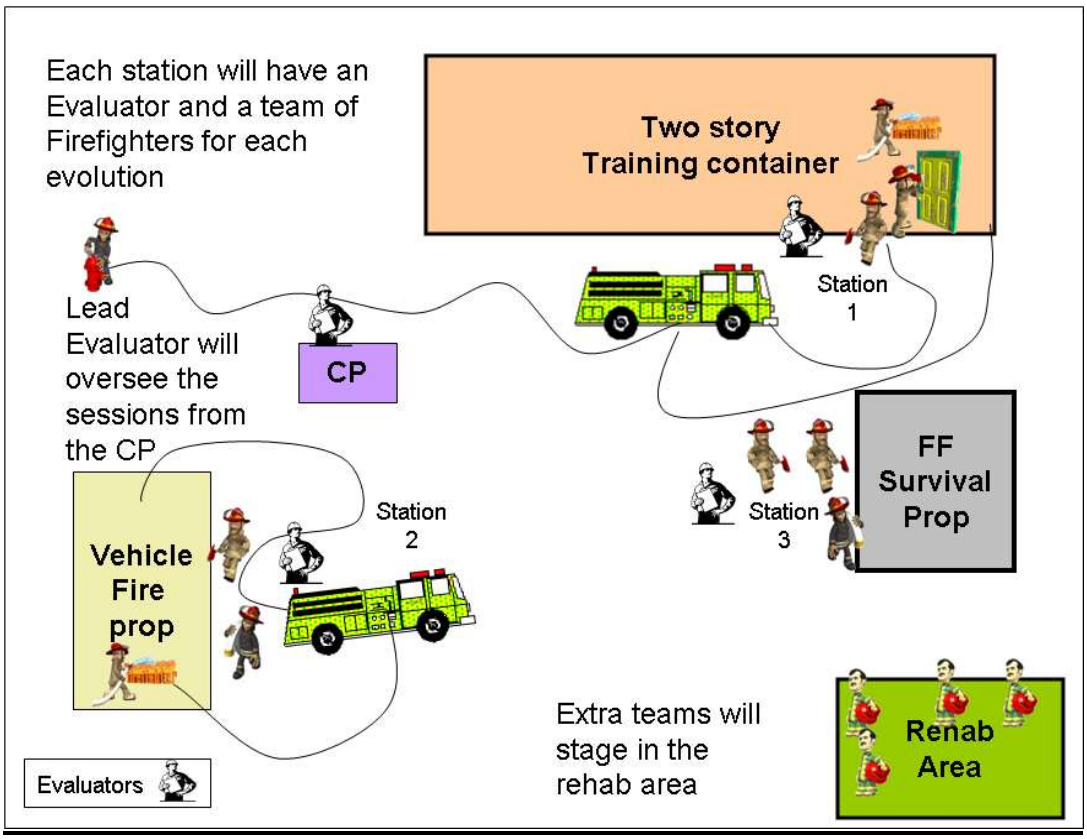
Step 4: Special Instructions

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
Instructors and evaluators should contact their District Fire Training Council to request the use of training facilities and/or props for use during the training and testing **(use is subject to availability)**

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
Station 2
Vehicle Fire prop
Extra teams will stage in the rehab area
Renab Area
Evaluators

Instructor Research Page

The following are links to useful sites where instructors can find information to enhance the learning experience. Instructors should also take the opportunity to research LODD's and near misses that occurred in agencies and demographics similar to the student base of the class. For instance, if the class base is from an urban fire department then they can pull reports from urban fire departments. Instructors can also use these links to assign various research projects during the class to include a lessons learned project using LODD's and near misses.

http://www.fireresearchpolicy.org/#

http://www.fstaresearch.org/

http://ulfirefightersafety.com/

Nist.org

http://www.firehero.org/resources/department-resources/training/

http://www.everyonegoeshome.com

http://learn.isfsi.org

http://www.cdc.gov/niosh/fire/

http://www.firefighternearmiss.com/

Appendix A.

Additional Aides and Resources

Fire Engineering's Handbook for Firefighter I and II, Indiana Edition

Start Date	Stop Date	Class room	Drill	Ch	Objective	Instructor/s Evaluator/s	Prop(s)
				27	**Incident Command System**		
		Y	N	FFII	Identify the types of command systems		
		Y	N	FFII	Identify the five types of incidents developed by the National Incident Management System (NIMS)		
		Y	N	FFII	Describe the three organizational levels of command		
		Y	N	FFII	Identify incident tactical priorities		
		Y	N	FFII	Identify the three command modes		
		Y	N	FFII	Describe how command is assumed and transferred		
		Y	N	FFII	List and describe the eight functions of command		
		Y	N	FFII	List and describe the three command options		
		Y	N	FFII	Identify the command and general staff positions within ICS		
		Y	N	FFII	Identify the ICS functions used at an incident		
		Y	N	FFII	Identify types of incident facilities		

		Y	N	FFII	Describe the purpose of a staging area		
		Y	N	FFII	Demonstrate the ability to function within assigned role in ICS (M-88)		27-1 Command Transfer Test
		Y	N	FFII	Demonstrate the ability to organize and coordinate ICS until command is transferred (M-88)		27-1 Command Transfer Test
		Y	N	FFII	Demonstrate how to transfer command within ICS (M-88)		27-1 Command Transfer Test
				28	**Advanced Communications**		
		Y	N		Describe information given in arrival and progress reports		
		Y	N		Summarize the information in incident reports		
		N	Y		Create an incident report (M-90)		28-1_Incident Report_Test
		Y	N	**29**	**Pre-Incident Planning**		
		Y	N	FFII	Discuss the benefits of preincident planning surveys		
		Y	N	FFII	Explain how a preincident planning survey is conducted		
		N	Y	FFII	Candidate will perform a pre-incident survey. (M-91) NFPA 1001, 6.5.3		29-1_Pre-Incident_Survey_Test
				30	**Fire Protection Systems**		
		Y	N	FFII	List functions of fire detection, alarm, and suppression systems		

		Y	N	FFII	Discuss general automatic sprinkler protection and types of coverage		
		Y	N	FFII	Describe control valves and operating valves used in sprinkler systems		
		Y	N	FFII	Describe major applications of sprinkler systems		
		Y	N	FFII	Discuss operations at fires in protected properties		
		N	Y	FFII	Operate a sprinkler system control valve (M-68)		PPE, Sprinkler control valve, hose, apparatus 21-15_Sprinkler_Op
		N	Y	FFII	Manually stop the flow of water from a sprinkler (M-69)		PPE, Sprinkler prop with heads, hose, apparatus 21-14_Sprinkler_Head
		N	Y	FFII	Connect hoseline to a sprinkler system FDC (M-70)		PPE, FDC, hose, apparatus 15-34_Connecting_FDC
				31	**Advanced Fire Attack**		
		Y	N	FFII	Summarize considerations for hoseline selection		
		Y	N	FFII	Discuss stream selection		
		Y	N	FFII	Discuss suppressing Class B fires		
		Y	N	FFII	Explain why bulk transport vehicle fires are difficult incidents		
		Y	N	FFII	Discuss control of gas utilities		

		Y	N	FFII	Discuss command at structural fires		
		Y	N	FFII	Describe the suppression characteristics of fire fighting foam		
		Y	N	FFII	Define terms associated with types of foam and the foam-making process		
		Y	N	FFII	Discuss how foam is generated		
		Y	N	FFII	Discuss foam concentrates		
		Y	N	FFII	Describe methods by which foam may be proportioned		
		Y	N	FFII	Discuss foam proportioners		
		Y	N	FFII	Discuss foam delivery devices		
		Y	N	FFII	List reasons for failure to generate foam or for generating poor-quality foam		
		Y	N	FFII	Describe foam application techniques		
		Y	N	FFII	Discuss hazards associated with foam concentrates		
		N	Y	FFII	Place a foam line in service — In-line eductor (M-85) NFPA 1001, 6.3.1		Full PPE, SCBA, fire hose, hose bed, apparatus, foam nozzle, foam eductor 31-9_Foam_Stream_Application_Train
		N	Y	FFII	Extinguish an ignitable liquid fire (M-86)		Full PPE, SCBA, fire hose, hose bed, apparatus, foam nozzle, foam eductor 31-9_Foam_Stream_Application

		N	Y	FFII	Control a pressurized flammable gas container fire (M-87)		Full PPE, SCBA, fire hose, hose bed, apparatus, flammable gas prop 31-7_Gas_Cylinder_Suppression
		N	Y	FFII	Establish Incident Command and coordinate interior attack of a structure fire (M-88)		Full PPE, SCBA, fire hose, hose bed, apparatus, burn building or acquired structure 31-5_Fire_On_Grade_Level
				32	**Origin and Cause Investigation**		
		Y	N	FFII	Describe signs and indications of an incendiary fire		
		Y	N	FFII	Summarize important observations to be made en route, after arriving at the scene, and during fire fighting operations		
		Y	N	FFII	Discuss firefighter conduct and statements at the scene		
		Y	N	FFII	Explain firefighter responsibilities after the fire		
		Y	N	FFII	Discuss protecting and preserving evidence		
		Y	N	FFII	Discuss the roles of firefighters and investigators at investigations		
		Y	N	FFII	Explain how legal considerations affect firefighter operations that may involve incendiary evidence		
		N	Y	FFII	Protect evidence of fire cause and origin (M-89)		Full PPE, SCBA, boxes, cans, hand tools, plastic sheeting, camera 32-1_Evidence_Train
				33	**Fire Prevention and Public Education**		

		Y	N	FFII	Describe a survey and an inspection		
		Y	N	FFII	Discuss the fire prevention activities of reviewing community data and code enforcement		
		Y	N	FFII	Summarize common fuel and heat-source hazards		
		Y	N	FFII	Discuss common fire hazards and why they increase the likelihood of a fire		
		Y	N	FFII	Summarize special fire hazards in commercial, manufacturing, and public-assembly occupancies		
		Y	N	FFII	Summarize target hazard properties		
		Y	N	FFII	Discuss personal requirements and equipment requirements for conducting inspections		
		Y	N	FFII	Discuss scheduling and conducting fire inspections		
		Y	N	FFII	Explain the purpose of a residential fire safety survey		
		Y	N	FFII	Summarize guidelines for conducting residential fire safety surveys		
		Y	N	FFII	Summarize common causes of residential fires		

		Y	N	FFII	Summarize items to address when conducting residential fire safety surveys		
		Y	N	FFII	Discuss general considerations for the preparation and delivery of fire and life safety information		
		Y	N	FFII	Discuss presenting fire and life safety education for young children and adults		
		Y	N	FFII	Discuss fire and life-safety presentation topics		
		Y	N	FFII	Discuss fire station tours		
		N	Y	FFII	Prepare a preincident survey (M-91)		Building, permission to conduct survey, PPE, pen, paper, tape measure, camera, clip board, pitot tube hose
		N	Y	FFII	Conduct a fire safety survey of an occupied structure (Recommended)		Residence, permission to conduct survey, PPE, pen, paper, tape measure, camera, clip board, pitot tube hose 33-2_Fire_Safety_Survey
		N	Y	FFII	Make a fire and life safety presentation (M-93)		Lesson outline, equipment and materials necessary, audience
		N	Y	FFII	Conduct a fire station tour (M-92)		Written materials and handouts, fire station audience 33-1_Station_Tour_Test
				34	**Vehicle Extrication**		
		Y	N	FFII	Discuss maintaining emergency power and lighting		34-1_Power_Plant_for_Hydraulics_Train

		Y	N	FFII	Describe characteristics of hydraulic and non hydraulic rescue tools		
		Y	N	FFII	Describe cribbing for rescue operations		
		Y	N	FFII	Describe the characteristics of pneumatic tools		
		Y	N	FFII	Discuss lifting/pulling tools used in rescue operations		
		Y	N	FFII	Explain the size-up process for a vehicles incident		34-3_Size-Up_Prep_Stabilization_Train
		Y	N	FFII	Describe items to look for when assessing the needs for extrication activities		
		Y	N	FFII	Discuss stabilizing vehicles involved in a vehicle incident		
		Y	N	FFII	List the three methods of gaining access to victims in a vehicle		
		Y	N	FFII	List the most common hazard associated with wrecked passenger vehicles		
		Y	N	FFII	Explain the dangers associated with Supplemental Restraint Systems (SRS) and Side-Impact Protection Systems (SIPS)		
		Y	N	FFII	Describe patient removal and basic actions taken for patient management		
		Y	N	FFII	Describe laminated safety glass and tempered glass		
		Y	N	FFII	Discuss removing glass from vehicles		
		Y	N	FFII	Explain considerations when removing vehicle roof and doors		34-4_Roof_Removal_Train 34-5_Door_Pop_Train

		N	Y	FFII	Extricate a victim trapped in a motor vehicle. M81		Full PPE, hand and power tools, dummies, stabilization equipment 34-1_Vehicle_Extrication_Test
		Y	N	**35**	**Support of Technical Rescue Teams**		
		Y	N	FFII	Describe common patterns of structural collapse		
		Y	N	FFII	Describe the most common means of locating hidden victims in a structural collapse		
		Y	N	FFII	Describe shoring and structural collapse hazards		
		Y	N	FFII	Discuss technical rescue incidents		
		N	Y	FFII	Service and maintain portable power plants and lighting equipment. (M82)		Power plant, tools, oil, fuel, spark plug gag gauge 17-6_Maint_Gen_And_Light_Equip
		N	Y	FFII	Assist rescue teams (M83)		Full PPE, rope, carabineers, RIT pack, trench rescue equipment, helmet, harness, PFD's, Ice rescue equipment 35-1_Assist_Rescue_Teams

Appendix B.

16 Life Safety Initiatives

The National Fallen 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, or 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 State Fire Marshal Training Academy. 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 shall be a minimum of 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). Students shall return all documentation to their fire department so they can be placed in their training records. 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 Fire Marshal Training Academy. 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 County representative or District Training Coordinator. In order for 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 posted on www.indianafiretraining.com for a minimum 30 days prior to the start of class, you must have at least 15 students registered and a minimum of 10 attending on Day One, and it must be offered free of charge. The District Coordinator shall advise the requesting agency of any additional requirements for hosting a district class.