



BOARD OF FIREFIGHTING PERSONNEL STANDARDS AND EDUCATION HAZARDOUS MATERIALS AWARENESS

Instructor Material

September 2025



Reference material needed for this course:

- NFPA Standard(s): NFPA 470, Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
- Textbook: IFSTA Hazardous Materials for First Responders 6th edition (Chapters 1-3)
- Indiana Administrative Code: 655 IAC 4-3-46

Prerequisites

None

CHANGES TO THIS DOCUMENT

A periodic review of this document will be conducted, and improvements changes will be made on an as needed basis.



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 | | | | |

| Estimate of Time Expectations | |
|--|-----------|
| The time expectations are based upon 12-16 students. | |
| Class Start Date | |
| Class End Date | |
| Estimate of classroom hours (Recommended) | 8 |
| Estimate of hours to conduct the practical skills demonstration (Recommended) | 2 |
| Estimate of student hours to complete practical skill work | 2 |
| Number of Classroom & Skills Hours | 12 |
| Estimate of hours to conduct the practical skills evaluation (Recommended) | 2 |
| Final written examination hours | 3 |
| Total number of hours (Classroom, skills hours, practical & cognitive exam) | 17 |



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 classroom instruction. | 1/30 |
| Recommended Instructor to student ratio for practical skill demonstration. | 1/8 |
| Recommended Evaluator to student ratio for practical skill examination. | 1/4 |
| Recommended Evaluator to student ratio for practical skill final examination. | 1/4 |

Step 2: Course Planning Information

Course Planning Requirements

| | |
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| | A course syllabus is required to be submitted when registering for the course. The submitted course syllabus should include where, how and what resources will be used to instruct the requisite knowledge and each skill to complete the course. The syllabus should identify how much time the Lead Instructor plans for course delivery and each practical skill demonstration, practice, and evaluation based on their estimated number of students, instructors, evaluators, and resources. |
| | If this is a State funded course, understand the budget for the class, and that any changes in the budget must be approved by the Academy Program Manager. |

Step 3: Facility and Equipment Requirements

Classroom

| | |
|--|---|
| | Have you reserved a classroom? |
| | Are you going to need electronic/audiovisual equipment? |
| | Does the room support Computer/Wi-Fi/Internet Connection/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? |



Step 4: Specialty Equipment Requirements

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| | Emergency Response Guidebook (ERG) |
| | Reference sources approved by the AHJ such as Safety Data Sheets, shipping papers, etc. |
| | Isolation Equipment: can include personnel, response vehicles, ropes, cones, and barrier tape. |
| | Communications Equipment: can include phone, FF portable radio, fixed-facility alarm system, and public-address systems. |
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Step 5: Special Instructions

Instructor Information

This course is designed to prepare the student for the certification process. The course can also be used, in whole or part, as refresher training. As the course instructor, you have an essential role in ensuring the success of the training experience for each participant. This Plan of Instruction (POI) is intended to provide you with the background information required to be successful in your role as the instructor.

The POI reflects the requirements and information provided in the curriculum. It is your responsibility to make any needed revisions based on the requirements of your organization or the authority having jurisdiction. In addition, it is your responsibility to revise the student course syllabus as needed to match the POI.

You are strongly encouraged to review all the information in this plan of instruction, the instructor lesson plans, and any supplemental materials prior to delivering the course. In addition, you should read the text so that you are familiar with all the content that is going to be presented.

General information about the course is provided below.

- The course meets or exceeds the requirements of the National Fire Protection Association (NFPA).
- The course evaluation strategy should include a quiz and test for each chapter in the course.
- Skill sheets must be used to evaluate students' skills performance.
- A student Exam Prep can be used as an additional review for course content.
- In addition to the information in the course outline, the instructor should cover and discuss information given any tables found in the manual.

Skills

The skill applications are designed to apply the concepts and skills located in the chart in the following page(s). The skill applications may be stations where an instructor provides coaching and demonstration, and an individual skill is performed.

NOTE: For consistency, Fire Academy skill sheets follow the same numbering system as IFSTA skill sheets. Fire Academy skill sheets may differ from IFSTA skills and not all IFSTA skills are required by the academy thereby some skill numbers not being utilized. See the list below for Fire Academy required skills.



Course Outline

| Chapter | Chapter Title | Text Reference | Skill Sheets | JPRs |
|---------|---|----------------|---------------|-----------------------------------|
| 1 | Introduction to Hazardous Materials | 5-28 | N/A | 5.1.1, 5.1.3, 5.2.1, 5.3.1, 5.4.1 |
| 2 | Recognize and Identify the Presence of Hazmat | 29-98 | N/A | 5.2.1 |
| 3 | Initiate Protective Actions | 99-122 | 3-1, 3-2, 3-3 | 5.2.1, 5.3.1, 5.4.1 |



BOARD OF FIREFIGHTING PERSONNEL STANDARDS AND EDUCATION HAZARDOUS MATERIALS AWARENESS

Skills Sheets

September 2025



INFORMATION

These skill sheets follow the same numbering system as the International Fire Service Training Association (IFSTA) skill sheets this certification curriculum is based on. Fire Academy skill sheets may differ from IFSTA skills and not all IFSTA skills are required by the academy thereby some skill numbers may not be utilized. A skill number list cross referenced to the IFSTA textbook chapters and NFPA JPRs is included with the Fire Academy Instructor Materials for this course.

RISK MANAGEMENT

All participants shall wear appropriate personal protective equipment (PPE) when performing or participating in the following skills.

Always follow local standard operating procedures (SOPs) when performing the following skills.

Always follow manufacturer's recommendations when using equipment to perform the following skills.

All live-fire training evolutions should adhere to NFPA 1403, Standard on Live Fire Training Evolutions.

WARNING: The Indiana Fire & Public Safety Academy does not promote the use of actual hazardous materials for skills practice. However, if the AHJ does use these materials, be aware that the use of actual hazardous material samples can cause injury or fatality. Appropriate personal protective equipment (PPE) must be worn, and safety precautions must be followed.



| | | | |
|---|---|-------------------------------|---------------------|
| Skill # 3-1 | | NFPA 470 (2022): 5.2.1 | |
| Objective: Use approved resources to identify indicators and hazards present at a hazardous materials incident. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will use approved resources to identify indicators and hazards present at a hazardous materials incident. | | |
| Resources: | <ul style="list-style-type: none">• A hazardous materials incident or scenario• Emergency Response Guidebook (ERG)• Other reference sources approved by the AHJ such as Safety Data Sheets, shipping papers, etc. | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| Task Steps | | Initial Score | Retest Score |
| 1. | Recognize indicators to the presence of hazardous materials/WMD. | / 2 | / 2 |
| 2. | Identify potential hazards using any of the following: <ul style="list-style-type: none">• Placards• UN/NA identification markings• NFPA 704 markings• Military hazardous materials/WMD markings• Special hazard communications markings• Pipeline markings• Container markings• Shipping documents• Rail Car and Road Trailer Identification Chart• Safety Data Sheets (SDS)• Knowledge of persons on scene (responsible party, employees, victims, bystanders, etc.)• ERG guide page | / 2 | / 2 |
| 3. | Use approved resource(s) to identify: <ul style="list-style-type: none">a. Hazardous material(s) by nameb. Emergency response informationc. Potential fire, explosion, and health hazards | / 6 | / 6 |
| Use the ERG to: | | | |
| 4. | Identify hazardous material(s) by name(s). | / 2 | / 2 |
| 5. | Determine the ERG Guide No. | / 2 | / 2 |
| 6. | Identify potential fire or explosion hazards. | / 2 | / 2 |



| | | | | | | |
|---------------------------|---|-------------------------------|-------------------------------|-------|-----|-----|
| 7. | Identify potential health hazards. | / 2 | / 2 | | | |
| 8. | Identify initial evacuation distances for a large spill. | / 2 | / 2 | | | |
| 9. | Identify isolation distance if a material is on fire. | / 2 | / 2 | | | |
| 10. | Determine appropriate PPE. | / 2 | / 2 | | | |
| 11. | Determine appropriate extinguishing agent(s) for a small fire and a large fire. | / 2 | / 2 | | | |
| 12. | Determine appropriate response for a spill or leak. | / 2 | / 2 | | | |
| 13. | Identify appropriate first aid measures. | / 2 | / 2 | | | |
| Points needed to pass: 24 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /30 | /30 |
| Comments: | | | | | | |
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| | | | | | | |
| | | | | | | |
| Evaluator's Signature: | | Evaluator's PSID: | | Date: | | |

(Page 2 of 2)



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|---|---|-------------------------------|---|-----------------------------|----------------------------|
| Skill # 3-2 | | NFPA 470 (2022): 5.3.1 | | | |
| Objective: Implement protective actions at a hazardous materials incident. | | | | | |
| Candidate Name: | | | | PSID: | |
| Training Location: | | | | Date: | |
| Directions: | Candidates will implement protective actions at a hazardous materials incident. | | | | |
| Resources: | <ul style="list-style-type: none">• A hazardous materials incident or scenario• Emergency Response Guidebook (ERG) | | <ul style="list-style-type: none">• Other reference sources approved by the AHJ such as Safety Data Sheets, shipping papers, etc.• Isolation equipment | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | |
| <u>Task Steps</u> | | | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Establish safe position (uphill, upwind, upstream). | | | / 2 | / 2 |
| 2. | Identify an isolation area using approved reference sources. | | | / 2 | / 2 |
| 3. | Secure and evacuate isolation area. | | | / 2 | / 2 |
| 4. | Follow precautions for protecting responders and the public. NOTE: Ensure responders or the public do not contact the product. | | | / 2 | / 2 |
| 5. | Follow personal safety procedures. | | | / 2 | / 2 |
| 6. | Ensure additional people are not harmed or injured. | | | / 2 | / 2 |
| 7. | Deny entry to unauthorized personnel and the public. | | | / 2 | / 2 |
| Points needed to pass: 11 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /14 |
| Comments: | | | | | |
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| | | | | | |
| Evaluator's Signature: | | Evaluator's PSID: | | Date: | |



| | | | |
|---|--|-------------------------------|-------------------------------|
| Skill # 3-3 | | NFPA 470 (2022): 5.4.1 | |
| Objective: Make appropriate notifications at a hazardous materials incident. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will make appropriate notifications at a hazardous materials incident. | | |
| Resources: | • A hazardous materials incident or scenario • Approved communications equipment | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| <u>Task Steps</u> | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Operate approved communications equipment. | / 2 | / 2 |
| 2. | Ensure notification process has been properly initiated. | / 2 | / 2 |
| 3. | Follow SOPs to communicate all necessary information about incident. | / 2 | / 2 |
| Points needed to pass: 5 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> |
| | | Total | /6 |
| | | | /6 |
| Comments: | | | |
| | | | |
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| | | | |
| Evaluator's Signature: | | Evaluator's PSID: | Date: |



Lead Evaluator Acknowledgement

Hazardous Materials Awareness

September 2025

| | | | |
|----------------------------------|--|-----------------------|--|
| Candidate Name (Last, First, MI) | | Candidate PSID Number | |
| Fire Academy Course Number | | Course Dates | |

NFPA 470, Standard for Hazardous Materials/WMD Standard for Responders (2022)

| Skill | Description | NFPA JPR | Pass/Fail | Exam Date | Evaluator Name |
|-------|--|----------|-----------|-----------|----------------|
| 3-1 | Use approved resources to identify indicators and hazards present at a hazardous materials incident. | 5.2.1 | | | |
| 3-2 | Implement protective actions at a hazardous materials incident. | 5.3.1 | | | |
| 3-3 | Make appropriate notifications at a hazardous materials incident. | 5.4.1 | | | |

Lead Evaluator Certification of Skills: *I certify that the candidate identified on this form has been trained and successfully completed an evaluation of all practical skills listed. Falsification of this information may result in disciplinary action against the Lead Evaluator by the Board of Fire Fighter Personnel Standards and Education.*

| | | | |
|-------|--|------------|--|
| Name: | | Signature: | |
| PSID: | | Date: | |



BOARD OF FIREFIGHTING PERSONNEL STANDARDS AND EDUCATION Hazardous Materials Operations

Instructor Material

September 2025



Reference material needed for this course:

- NFPA Standard(s): NFPA 470, Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
- Textbook: IFSTA Hazardous Materials for First Responders 6th edition (Chapters 4-13)
- Indiana Administrative Code: 655 IAC 4-3-47

Prerequisites

Hazardous Materials Awareness

CHANGES TO THIS DOCUMENT

A periodic review of this document will be conducted, and improvements changes will be made on an as needed basis.



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 | | | | |

| Estimate of Time Expectations | |
|--|-----------|
| The time expectations are based upon 12-16 students. | |
| Class Start Date | |
| Class End Date | |
| Estimate of classroom hours (Recommended) | 24 |
| Estimate of hours to conduct the practical skills demonstration (Recommended) | 6 |
| Estimate of student hours to complete practical skill work | 10 |
| Number of Classroom & Skills Hours | 40 |
| Estimate of hours to conduct the practical skills evaluation (Recommended) | 7 |
| Final written examination hours | 3 |
| Total number of hours (Classroom, skills hours, practical & cognitive exam) | 50 |



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 classroom instruction. | 1/30 |
| Recommended Instructor to student ratio for practical skill demonstration. | 1/8 |
| Recommended Evaluator to student ratio for practical skill examination. | 1/4 |
| Recommended Evaluator to student ratio for practical skill final examination. | 1/4 |

Step 2: Course Planning Information

Course Planning Requirements

| | |
|--|--|
| | A course syllabus is required to be submitted when registering for the course. The submitted course syllabus should include where, how and what resources will be used to instruct the requisite knowledge and each skill to complete the course. The syllabus should identify how much time the Lead Instructor plans for course delivery and each practical skill demonstration, practice, and evaluation based on their estimated number of students, instructors, evaluators, and resources. |
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Step 3: Facility and Equipment Requirements

Classroom

| | |
|--|---|
| | Have you reserved a classroom? |
| | Are you going to need electronic/audiovisual equipment? |
| | Does the room support Computer/Wi-Fi/Internet Connection/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, sharpeners, pens, paper, and other needed supplies? |



Step 4: Specialty Equipment Requirements

| | |
|--|--|
| | Emergency Response Guidebook, Placards, labels, NFPA markings, GHS markings, SDS, Shipping papers, Bill of lading, Site entry log, etc. |
| | AHJ Standard Operating Procedures, AHJ Emergency response plans, AHJ Resource List, Access to a hazardous materials technician |
| | Structural firefighting PPE, Hazardous Materials response PPE, Liquid splash protection (Class 2) ensemble, disposable garments. |
| | SCBA for each student. Spare SCBA cylinders or the ability to refill SCBA cylinders. |
| | Equipment to perform decon such as fans, vacuum, brushes, sponges, towels, garbage bags, and other appropriate decon tools and materials |
| | Fire pumping apparatus with driver/operator, reliable water source, charged hoseline with fog pattern nozzle. |
| | Foam nozzle, foam educator, foam |
| | Atmospheric monitoring equipment (4 Gas Meter). Calibration and/or bump gas. Cleaning solutions recommended by manufacturer |
| | EMS equipment for monitoring vital signs, backboard or litter |
| | Simulated Hazardous materials, Emergency remote shutoff device, simulated leaking vessel, simulated hazardous material vapor vessel |
| | Secure container with lid for simulated contaminated material. Containers for contaminated PPE, tools, and equipment. Bags and tags for personal property or evidence. |
| | Traffic cones, Scene tape |
| | Communication Equipment, Camera (video or still), Clipboard and pens |
| | Tools including shovels, picks, wheelbarrows, tarps, pike poles, etc. |
| | Containment/Spill booms (per AHJ). Sorbent/adsorbent materials. |
| | Damming materials such as earth, rock, sand, pipes, or sandbags (per AHJ). |
| | EMS equipment for monitoring vital signs, backboard or litter |



Step 5: Special Instructions

Instructor Information

This course is designed to prepare the student for the certification process. The course can also be used, in whole or part, as refresher training. As the course instructor, you have an essential role in ensuring the success of the training experience for each participant. This Plan of Instruction (POI) is intended to provide you with the background information required to be successful in your role as the instructor.

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General information about the course is provided below.

- The course meets or exceeds the requirements of the National Fire Protection Association (NFPA).
- The course evaluation strategy should include a quiz and test for each chapter in the course.
- Skill sheets must be used to evaluate students' skills performance.
- A student Exam Prep can be used as an additional review for course content.
- In addition to the information in the course outline, the instructor should cover and discuss information given any tables found in the manual.

Skills

The skill applications are designed to apply the concepts and skills located in the chart on the following page(s). The skill applications may be stations where an instructor provides coaching and demonstration, and an individual skill is performed.

NOTE: For consistency, Fire Academy skill sheets follow the same numbering system as IFSTA skill sheets. Fire Academy skill sheets may differ from IFSTA skills and not all IFSTA skills are required by the academy thereby some skill numbers not being utilized. See the list below for Fire Academy required skills.



Course Outline

| Chapter | Chapter Title | Text Reference | Skill Sheets | JPRs |
|---------|--|----------------|--|--|
| 4 | Identify Potential Hazards | 123-176 | n/a | 7.1.1, 7.1.4, 7.2.1, 7.3.1, 7.4.1, 7.5.1 |
| 5 | Identify Potential Hazards - Containers | 177-236 | 5-1, 5-2, 5-3 | 7.2.1 |
| 6 | Identify Criminal or Terrorist Activity | 237-276 | 6-1 | 7.2.1, 7.3.1, 7.4.1 |
| 7 | Planning the Initial Response | 277-294 | 7-1 | 7.2.1, 7.3.1 |
| 8 | Incident Command System and Action Plan Implementation | 295-336 | 8-1, 8-2 | 7.3.1, 7.4.1, 7.6.1 |
| 9 | Emergency Decontamination | 337-350 | 9-1, 9-2 | 7.3.1, 7.4.1, 7.5.1 |
| 10 | Personal Protective Equipment | 351-406 | 10-1, 10-2, 10-4 | 7.3.1, 9.2.1 |
| 11 | Mass and Technical Decontamination | 407-454 | 11-1, 11-2 | 7.4.1, 9.3.1, 9.4.1, 9.5.1, 9.8.1, 9.9.1 |
| 12 | Detection, Monitoring, and Sampling | 455-494 | 12-2 | 9.5.1, 9.7.1 |
| 13 | Product Control | 495-538 | 13-1, 13-2, 13-3, 13-4, 13-5, 13-6, 13-7, 13-8, 13-9 | 9.6.1 |



BOARD OF FIREFIGHTING PERSONNEL STANDARDS AND EDUCATION HAZARDOUS MATERIALS OPERATIONS

Skills Sheets

September 2025



INFORMATION

These skill sheets follow the same numbering system as the International Fire Service Training Association (IFSTA) skill sheets this certification curriculum is based on. Fire Academy skill sheets may differ from IFSTA skills and not all IFSTA skills are required by the academy thereby some skill numbers may not be utilized. A skill number list cross referenced to the IFSTA textbook chapters and NFPA JPRs is included with the Fire Academy Instructor Materials for this course.

RISK MANAGEMENT

All participants shall wear appropriate personal protective equipment (PPE) when performing or participating in the following skills.

Always follow local standard operating procedures (SOPs) when performing the following skills.

Always follow manufacturer's recommendations when using equipment to perform the following skills.

All live-fire training evolutions should adhere to NFPA 1403, Standard on Live Fire Training Evolutions.

WARNING: The Indiana Fire & Public Safety Academy does not promote the use of actual hazardous materials for skills practice. However, if the AHJ does use these materials, be aware that the use of actual hazardous material samples can cause injury or fatality. Appropriate personal protective equipment (PPE) must be worn, and safety precautions must be followed.



| | | | | | |
|---|---|-------------------------------|--|-------------------------------|----------------------------|
| Skill # 5-1 | | NFPA 470 (2022): 7.2.1 | | | |
| Objective: Analyze a hazmat scenario at a facility to identify likely outcomes. | | | | | |
| Candidate Name: | | | | PSID: | |
| Training Location: | | | | Date: | |
| Directions: | Candidates will analyze a hazardous materials scenario at a facility to identify potential hazards. | | | | |
| Resources: | • A hazardous materials scenario involving multiple hazardous materials | | • Approved reference materials such as SDSs • Facilities representative or a safety manager | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | |
| <u>Task Steps</u> | | | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Identify type of facility and type(s) of container(s). | | | / 2 | / 2 |
| 2. | Meet with facilities representative/safety manager to determine location of incident and access. | | | / 2 | / 2 |
| 3. | Collect and determine hazard information using approved reference sources. | | | / 2 | / 2 |
| 4. | Identify conditions surrounding the incident. | | | / 2 | / 2 |
| 5. | Communicate with facility representatives to identify type of release, spill, or leak. | | | / 2 | / 2 |
| 6. | Describe any potential behavior of material and containers. | | | / 2 | / 2 |
| 7. | Describe likely outcomes associated with identified behavior and surrounding conditions. | | | / 2 | / 2 |
| Points needed to pass: 11 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total |
| | | | | | /14 |
| Comments: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Evaluator's Signature: | | | Evaluator's PSID: | | Date: |



| | | | |
|---|---|-------------------------------|-------------------------------|
| Skill # 5-2 | | NFPA 470 (2022): 7.2.1 | |
| Objective: Analyze a transportation hazmat scenario to identify likely outcomes. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will analyze a transportation hazardous materials scenario to identify potential hazards. | | |
| Resources: | <ul style="list-style-type: none">• A hazardous materials scenario involving multiple hazardous materials• Approved reference materials such as the ERG, shipping papers, bill of lading, etc. | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| <u>Task Steps</u> | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Identify type(s) of container(s). | / 2 | / 2 |
| 2. | Collect and determine product/hazard information using approved reference sources. | / 2 | / 2 |
| 3. | Identify type of release, spill, or leak. | / 2 | / 2 |
| 4. | Identify location of release and ensure that you are uphill, upwind, and upstream as appropriate. | / 2 | / 2 |
| 5. | Identify conditions surrounding the incident. | / 2 | / 2 |
| 6. | Communicate with applicable operators or representatives. | / 2 | / 2 |
| 7. | Describe any potential behavior of material and containers. | / 2 | / 2 |
| 8. | Describe likely outcomes associated with identified behavior and surrounding conditions. | / 2 | / 2 |
| Points needed to pass: 13 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> |
| | | Total | /16 |
| Comments: | | | |
| | | | |
| | | | |
| | | | |
| Evaluator's Signature: | | Evaluator's PSID: | Date: |



| | | | |
|---|--|-------------------------------|-------------------------------|
| Skill # 5-3 | | NFPA 470 (2022): 7.2.1 | |
| Objective: Communicate with pipeline operators or carrier representatives during a hazmat incident. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates communicate with pipeline operators or carrier representatives during a hazmat incident. | | |
| Resources: | • An incident scenario involving a pipeline • Approved reference materials | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| <u>Task Steps</u> | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Identify pipeline incident. | / 2 | / 2 |
| 2. | Determine where to find contact information. | / 2 | / 2 |
| 3. | Identify pipeline operator or carrier representative. | / 2 | / 2 |
| 4. | Communicate with pipeline operator or carrier representative, relaying appropriate information and obtaining relevant information. | / 2 | / 2 |
| 5. | Relay appropriate information to IC. | / 2 | / 2 |
| Points needed to pass: 8 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> |
| | | Total | /10 |
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| Comments: | | | |
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| Skill # 6-1 | | NFPA 470 (2022): 7.4.1 | |
| Objective: Recognize and preserve evidence at a hazardous materials incident. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will recognize and preserve evidence at a hazardous materials incident. | | |
| Resources: | <ul style="list-style-type: none">• A hazardous materials incident with evidence• Appropriate PPE• Camera (video or still)• Clipboard and pens• Site entry log | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| Task Steps | | Initial Score | Retest Score |
| 1. | Identify incident with potential violation of criminal statutes or government regulations. | / 2 | / 2 |
| 2. | Enter the scene, wearing appropriate PPE and following all safety procedures. | / 2 | / 2 |
| 3. | Avoid disturbing areas not directly involved in rescue activities or touching anything unless absolutely necessary. | / 2 | / 2 |
| 4. | Recognize potential evidence. | / 2 | / 2 |
| 5. | Preserve potential evidence by isolating and securing areas where evidence is found and reporting to law enforcement authorities. | / 2 | / 2 |
| 6. | Remember what the scene looked like upon arrival and note: <ul style="list-style-type: none">a. Who was presentb. What happenedc. When important events occurredd. Where objects, people, animals were locatede. Why did events unfold as they did | / 10 | / 10 |
| 7. | Document observations as quickly as possible. | / 2 | / 2 |
| 8. | Complete required reports and supporting documentation. | / 2 | / 2 |
| Points needed to pass: 20 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> |
| | | Total | /24 |
| Comments: | | | |
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| Skill # 7-1 | | NFPA 470 (2022): 7.3.1 | | | | |
| Objective: Identify strategies and tactics available at a hazardous materials incident. | | | | | | |
| Candidate Name: | | | | PSID: | | |
| Training Location: | | | | Date: | | |
| Directions: | Candidates will identify response objectives and action options available at a hazardous materials incident. | | | | | |
| Resources: | <ul style="list-style-type: none">• A hazardous materials scenario with known scope of incident• Approved reference sources• List of available resources | | | | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | |
| <u>Task Steps</u> | | | | <u>Initial Score</u> | <u>Retest Score</u> | |
| 1. | Complete incident size-up. | | | | / 2 | / 2 |
| 2. | Identify strategies based on the scope of the incident and available resources. | | | | / 2 | / 2 |
| 3. | Identify tactics based on response objectives and available resources. | | | | / 2 | / 2 |
| 4. | Identify safety precautions for the incident, including emergency decon needs. | | | | / 2 | / 2 |
| 5. | Determine if available PPE is suitable for incident conditions. | | | | / 2 | / 2 |
| Points needed to pass: 8 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /10 |
| Comments: | | | | | | |
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| Skill # 8-1 | | | NFPA 470 (2022): 7.4.1, 7.6.1 | | | | |
| Objective: Establish and maintain scene control at a hazardous materials incident. | | | | | | | |
| Candidate Name: | | | | PSID: | | | |
| Training Location: | | | | Date: | | | |
| Directions: | | Candidates will provide scene control at a hazardous materials incident. | | | | | |
| Resources: | | • A hazardous materials incident scenario with known scope of incident • Appropriate tools and equipment | | • An assignment with limited potential for contact with a hazardous material | | | |
| Scoring | | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | | |
| <u>Task Steps</u> | | | | <u>Initial Score</u> | <u>Retest Score</u> | | |
| 1. | Complete incident size-up. | | | / 2 | / 2 | | |
| 2. | Take protective actions. | | | / 2 | / 2 | | |
| 3. | Establish an incident management system. | | | / 2 | / 2 | | |
| 4. | Develop and implement an IAP. | | | / 2 | / 2 | | |
| 5. | Establish and ensure scene control. | | | / 2 | / 2 | | |
| 6. | Select and use appropriate PPE. | | | / 2 | / 2 | | |
| 7. | Protect exposures and personnel. | | | / 2 | / 2 | | |
| 8. | Ensure safety procedures are followed. | | | / 2 | / 2 | | |
| 9. | Minimize or avoid hazards. | | | / 2 | / 2 | | |
| 10. | Identify potential evidence. | | | / 2 | / 2 | | |
| 11. | Preserve potential evidence. | | | / 2 | / 2 | | |
| 12. | Reevaluate the scene and make adjustments as necessary. | | | / 2 | / 2 | | |
| 13. | Complete assignment and appropriate documentation. | | | / 2 | / 2 | | |
| Points needed to pass: 21 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /26 | /26 |
| Comments: | | | | | | | |
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| Skill # 8-2 | | | NFPA 470 (2022): 7.6.1 | | | | |
| Objective: Evaluate progress at a hazardous materials incident. | | | | | | | |
| Candidate Name: | | | | PSID: | | | |
| Training Location: | | | | Date: | | | |
| Directions: | Candidates will evaluate progress at a hazardous materials incident. | | | | | | |
| Resources: | • A hazardous materials incident scenario with known scope of incident • Approved communications tools/equipment | | • Status of assigned tasks | | | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | | |
| <u>Task Steps</u> | | | | <u>Initial Score</u> | <u>Retest Score</u> | | |
| 1. | Determine incident status. | | | / 2 | / 2 | | |
| 2. | Review Incident Action Plan (IAP). | | | / 2 | / 2 | | |
| 3. | Evaluate effectiveness of assigned tasks. | | | / 2 | / 2 | | |
| 4. | Determine if incident objectives are being met. | | | / 2 | / 2 | | |
| 5. | Communicate status of assigned tasks using approved communication tools and equipment. | | | / 2 | / 2 | | |
| Points needed to pass: 8 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /10 | /10 |
| Comments: | | | | | | | |
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| Skill # 9-1 | | | NFPA 470 (2022): 7.4.1, 7.5.1 | | | |
| Objective: Go through decontamination procedures while wearing and doffing approved PPE. | | | | | | |
| Candidate Name: | | | | PSID: | | |
| Training Location: | | | | Date: | | |
| Directions: | | Candidates will go through decontamination procedures while wearing and doffing approved PPE. | | | | |
| Resources: | | <ul style="list-style-type: none">• Appropriate PPE• Disposable clothing or PPE• Charged hoseline and water supply• Equipment to perform decon such as fans, vacuum, brushes, garbage bags, and other appropriate decon tools and materials | | | | |
| Scoring | | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | |
| Task Steps | | | | Initial Score | Retest Score | |
| 1. | Proceed to decontamination line. | | | | / 2 | / 2 |
| 2. | Place tools and equipment in the designated area for decon. | | | | / 2 | / 2 |
| 3. | Use low pressure water spray for gross wash. | | | | / 2 | / 2 |
| 4. | Doff PPE while continuing to breathe air from SCBA. NOTE: A helper may be used to doff PPE. <ul style="list-style-type: none">a. Remove helmet and hood (slide hood over face mask to airline).b. Remove turnout coat and outer gloves.c. Roll turnout pants down with clean side out and step out of boots.d. Remove SCBA facepiece, shut off the cylinder valve, and disarm PASS.e. Remove and dispose inner gloves. | | | | / 10 | / 10 |
| 5. | Wash, using soap and water or disposable towels to clean the head, face, neck, hands, and wrists before moving to the rehab area. | | | | / 2 | / 2 |
| 6. | Ensure appropriate disposal or decon of PPE. | | | | / 2 | / 2 |
| 7. | Complete required reports and supporting documentation. | | | | / 2 | / 2 |
| Points needed to pass: 18 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /22 |
| Comments: | | | | | | |
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| Skill # 9-2 | | NFPA 470 (2022): 7.4.1, 7.5.1 | |
| Objective: Perform emergency decontamination on contaminated personnel, tools, equipment, and PPE in the field. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will perform emergency decontamination on contaminated personnel, tools, equipment, and PPE in the field. | | |
| Resources: | <ul style="list-style-type: none"> • Appropriate PPE, including disposable gloves • Charged hoseline and water supply • Containers for contaminated PPE, tools, and equipment | <ul style="list-style-type: none"> • Equipment to decontaminate including PPE and tools • Equipment to perform decon such as fans, vacuum, brushes, garbage bags, and other appropriate decon tools and materials | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| Task Steps | | Initial Score | Retest Score |
| 1. | Analyze incident and determine that emergency decontamination is required. | / 2 | / 2 |
| 2. | Select an emergency decontamination method. | / 2 | / 2 |
| 3. | Ensure that all responders involved in decontamination operations are wearing appropriate PPE for performing emergency decontamination. | / 2 | / 2 |
| 4. | Ensure emergency decontamination is set up in a safe area. | / 2 | / 2 |
| For Contaminated Personnel | | | |
| 5. | Instruct contaminated personnel to advance to the emergency decontamination area. | / 2 | / 2 |
| 6. | Perform gross contamination removal. | / 2 | / 2 |
| 7. | Instruct personnel to remove PPE/clothing, minimizing spread of contaminants. | / 2 | / 2 |
| 8. | Keep track of personal belongings using an approved tracking system. | / 2 | / 2 |
| 9. | Instruct personnel to perform a quick head-to-toe rinse, wash, and rinse. | / 2 | / 2 |
| 10. | Evaluate effectiveness of decontamination using appropriate monitoring/detection method. If contamination is detected, personnel must be redirected through the decon process. | / 2 | / 2 |
| 11. | Instruct personnel to dry off and provide them with appropriate garment. | / 2 | / 2 |
| 12. | Send personnel for assessment, first aid, and medical treatment. | / 2 | / 2 |
| 13. | Brief personnel or hospital and ambulance personnel about the contaminant involved using information from appropriate resources. | / 2 | / 2 |
| 14. | Complete required reports and supporting documentation. | / 2 | / 2 |

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| For Contaminated Tools, Equipment, and PPE | | | | | | |
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| 15. | Identify which tools, equipment, and PPE require decontamination and which require disposal. | | | / 2 | / 2 | |
| 16. | Appropriately package and label any tools, equipment, or PPE that require disposal. | | | / 2 | / 2 | |
| 17. | Perform emergency decontamination on tools, equipment, and PPE. | | | / 2 | / 2 | |
| 18. | Evaluate effectiveness of decontamination using appropriate monitoring/detection method. If contamination is detected, tools, equipment, and/or PPE must be put through the decon process again. | | | / 2 | / 2 | |
| 19. | Inspect tools, equipment, and PPE to ensure that they are ready to return to service. | | | / 2 | / 2 | |
| 20. | Appropriately tag any items that require additional care before they can be returned to service. | | | / 2 | / 2 | |
| 21. | Return items to service as appropriate. | | | / 2 | / 2 | |
| 22. | Complete required reports and supporting documentation. | | | / 2 | / 2 | |
| Points needed to pass: 35 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /44 |
| Comments: | | | | | | |
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| Skill # 10-1 | | | | NFPA 470 (2022): 7.3.1, 9.2.1 | | | | |
| Objective: Select appropriate PPE to address a hazardous materials scenario. | | | | | | | | |
| Candidate Name: | | | | | PSID: | | | |
| Training Location: | | | | | Date: | | | |
| Directions: | | Candidates will select appropriate PPE to address a hazardous material scenario. | | | | | | |
| Resources: | | <ul style="list-style-type: none">• A hazardous materials incident scenario with known scope of the problem• A mission-specific assignment in an IAP• Different types of PPE | | | <ul style="list-style-type: none">• Access to a hazardous materials technician, an allied professional, emergency response plans, or SOPs• Response strategies and tactics for the incident | | | |
| Scoring | | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | | | |
| <u>Task Steps</u> | | | | | <u>Initial Score</u> | | <u>Retest Score</u> | |
| 1. | Determine hazards. | | | | / 2 | | / 2 | |
| 2. | Determine effectiveness of available protective clothing based on its uses and limitations. NOTE: NFPA 1891, Standard on Selection, Care, and Maintenance of Hazardous Materials, CBRN, and Emergency Medical Operations Clothing and Equipment, 2022 edition, Annex B, Selection of Hazmat/CBRN/EMO Protective Ensembles, provides an illustration for this process. The decision logic threat assessment steps are explained in Appendix H for additional information. | | | | / 2 | | / 2 | |
| 3. | Select an appropriate PPE ensemble for the mission-specific assignment | | | | / 2 | | / 2 | |
| Points needed to pass: 5 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /6 | | /6 |
| Comments: | | | | | | | | |
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| Skill # 10-2 | | NFPA 470 (2022): 9.2.1 | |
| Objective: Don, work in, and doff a structural firefighting ensemble. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will don, work in, and doff a structural firefighting ensemble. | | |
| Resources: | • Structural firefighting PPE with SCBA • Optional: Decontamination equipment and personnel | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| <u>Task Steps</u> | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Perform a visual inspection of PPE and SCBA for damage or defects. | / 2 | / 2 |
| 2. | Don protective trousers and boots. | / 2 | / 2 |
| 3. | Don protective hood, pulling hood down around neck and exposing head. | / 2 | / 2 |
| 4. | Don protective coat. | / 2 | / 2 |
| 5. | Don SCBA. Ensure that the cylinder valve is fully open and that all straps are secured. | / 2 | / 2 |
| 6. | Don SCBA facepiece and ensure a proper fit and seal. | / 2 | / 2 |
| 7. | Pull hood up completely so that facepiece straps and skin are not exposed. | / 2 | / 2 |
| 8. | Don helmet and secure. | / 2 | / 2 |
| 9. | Don inner gloves. | / 2 | / 2 |
| 10. | Don outer gloves. | / 2 | / 2 |
| 11. | Check that all fasteners, straps, buckles, etc., are fastened. | / 2 | / 2 |
| 12. | Verify that skin is not exposed. | / 2 | / 2 |
| 13. | Attach SCBA regulator to facepiece and make sure SCBA is functioning properly. | / 2 | / 2 |
| 14. | Perform pre-entry checks. | / 2 | / 2 |
| 15. | Perform work assignment. | / 2 | / 2 |
| 16. | Undergo decontamination as appropriate. | / 2 | / 2 |

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| 17. | Doff PPE while continuing to breathe air from SCBA. NOTE: A helper may be used to doff PPE. a. Remove helmet. b. Remove turnout coat and outer gloves. c. Drop turnout trousers and step out of boots. d. Remove SCBA facepiece, shut off the cylinder valve and disarm PASS. e. Remove and dispose inner gloves. | / 10 | / 10 | | | |
| 18. | Conduct a post-entry inspection of PPE for damage or defects. | / 2 | / 2 | | | |
| 19. | Document findings and launder PPE per AHJ SOPs. | / 2 | / 2 | | | |
| Points needed to pass: 37 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /46 | /46 |
| Comments: | | | | | | |
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| Skill # 10-4 | | NFPA 470 (2022): 9.2.1 | |
| Objective: Don, work in, and doff a liquid splash protection (Class 2) ensemble. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will don, work in, and doff a liquid splash protection (Class 2) ensemble. | | |
| Resources: | • Liquid splash protection (Class 2) ensemble with SCBA | • Optional: Decontamination equipment and personnel | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| <u>Task Steps</u> | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Perform a visual inspection of PPE for damage or defects. | / 2 | / 2 |
| 2. | Don Class 2 ensemble and secure closures. | / 2 | / 2 |
| 3. | Don work boots. | / 2 | / 2 |
| 4. | Pull ensemble leg opening over the top of the work boots. | / 2 | / 2 |
| 5. | Don SCBA. | / 2 | / 2 |
| 6. | Don SCBA facepiece and ensure a proper fit and seal. | / 2 | / 2 |
| 7. | Pull ensemble hood up completely so that facepiece straps and skin are not exposed. | / 2 | / 2 |
| 8. | Breathe through respirator and ensure that respirator is functioning properly and perform positive and negative pressure test. NOTE: Don protective headgear if required by AHJ. | / 2 | / 2 |
| 9. | Don inner protective gloves. | / 2 | / 2 |
| 10. | Don outer protective gloves and pull the ensemble sleeve over the outside of the gloves. NOTE: Tape wrists and gaps if required by AHJ SOPs. | / 2 | / 2 |
| 11. | Perform pre-entry checks. | / 2 | / 2 |
| 12. | Perform work assignment. | / 2 | / 2 |
| 13. | Undergo decontamination, if appropriate. | / 2 | / 2 |
| 14. | Doff ensemble in reverse order of donning while continuing to breathe air from the respirator. NOTE: Helper may be used. | / 2 | / 2 |
| 15. | Remove SCBA facepiece, shut off the cylinder valve, and disarm PASS. | / 2 | / 2 |
| 16. | Undergo post-exposure monitoring and surveillance. | / 2 | / 2 |
| 17. | Conduct a post-entry inspection of PPE for damage or defects. | / 2 | / 2 |

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| 18. | Document findings. | | | | / 2 | / 2 |
| 19. | Return to proper storage. | | | | / 2 | / 2 |
| Points needed to pass: 31 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /38 |
| Comments: | | | | | | |
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| Skill # 11-1 | | NFPA 470 (2022): 9.3.1 | |
| Objective: Perform mass decontamination on ambulatory people. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will perform mass decon on ambulatory people. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Appropriate product information sources such as ERG, WISER, SDS, etc.• Ambulatory people• Bags and tags for personal property or evidence• Charged hoseline with fog pattern nozzle | <ul style="list-style-type: none">• Disposable garments• Fire apparatus• Monitoring/detection devices• Secure container with lid to collect contaminated clothing• Towels, sponges, brushes | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| Task Steps | | Initial Score | Retest Score |
| 1. | Determine that mass decontamination is necessary and identify appropriate decontamination method. NOTE: Identify/verbalize appropriate sources of information and how to access those resources. | / 2 | / 2 |
| 2. | Ensure that all responders are wearing appropriate PPE for performing mass decontamination operations. | / 2 | / 2 |
| 3. | Establish a mass decontamination corridor for ambulatory people. NOTE: Determine how to best confine and test runoff, if possible. | / 2 | / 2 |
| 4. | Ensure the decontamination corridor provides privacy, if possible. | / 2 | / 2 |
| 5. | Prepare fire apparatus for use during mass decontamination. | / 2 | / 2 |
| 6. | Set fire nozzle to fog pattern. | / 2 | / 2 |
| 7. | Instruct all ambulatory people to go through mass decontamination. | / 2 | / 2 |
| 8. | Instruct individuals to remove contaminated clothing, ensuring that they do not come into further contact with any contaminants. NOTE: Document any removed personal effects. | / 2 | / 2 |
| 9. | Instruct individuals to keep arms raised as they proceed slowly through the wash area. | / 2 | / 2 |
| 10. | Monitor for additional contamination using the appropriate detection device. NOTE: If contamination is found, instruct them to go through wash again, as appropriate. | / 2 | / 2 |
| 11. | Instruct decontaminated individuals to move to a clean area to dry off and provide them a clean garment to wear. | / 2 | / 2 |
| 12. | Direct individuals to the medical evaluation station. | / 2 | / 2 |



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| 13. | Inform EMS personnel of contaminant involved and its hazards, if known. | | | | / 2 | / 2 |
| 14. | Ensure personnel, tools, and equipment are decontaminated. | | | | / 2 | / 2 |
| 15. | Terminate decontamination operations. | | | | / 2 | / 2 |
| 16. | Complete required reports and supporting documentation. | | | | / 2 | / 2 |
| Points needed to pass: 26 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /32 |
| Comments: | | | | | | |
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| Skill # 11-2 | | NFPA 470 (2022): 9.3.1 | |
| Objective: Perform mass decontamination on non-ambulatory people. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will perform mass decon on non-ambulatory people. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Appropriate product information sources such as ERG, WISER, SDS, etc.• Backboard or litter• Bags and tags for personal property or evidence• Charged hoseline with fog pattern nozzle• Disposable garments | <ul style="list-style-type: none">• Fire apparatus• Monitoring/detection devices• Non-ambulatory people• Secure container with lid to collect contaminated clothing• Towels, sponges, brushes | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| Task Steps | | Initial Score | Retest Score |
| 1. | Determine that mass decontamination is necessary and identify appropriate decontamination method. NOTE: Identify/verbalize appropriate sources of information and how to access those resources. | / 2 | / 2 |
| 2. | Ensure that all responders are wearing appropriate PPE for performing mass decontamination operations. | / 2 | / 2 |
| 3. | Establish non-ambulatory decontamination corridor. NOTE: Determine how to best confine and test runoff, if possible. | / 2 | / 2 |
| 4. | Ensure the decontamination corridor provides privacy, if possible. | / 2 | / 2 |
| 5. | Establish an initial triage point to evaluate those who are non-ambulatory. | / 2 | / 2 |
| 6. | Prepare apparatus and set fire nozzle to fog pattern. | / 2 | / 2 |
| 7. | Transfer the individuals to the non-ambulatory wash area of the decontamination station on an appropriate backboard/litter device. | / 2 | / 2 |
| 8. | Remove all PPE/clothing, jewelry, and personal belongings, and place them in appropriate containers. NOTE: Document any personal effects removed during decon. | / 2 | / 2 |
| 9. | Carefully undress non-ambulatory persons and avoid spreading the contamination when undressing. Do not touch the outside of the clothing to the skin. NOTE: If biological agents are suspected, a fine water mist can be applied to trap the agent in the clothing and prevent the spread of contamination. | / 2 | / 2 |

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| 10. | Completely wash the entire body using handheld hoses, sponges, and/or brushes and then rinse following AHJ's SOPs for safety. NOTE: Clean the genital area, armpits, folds in the skin, and nails with special attention. If conscious, instruct individuals to close their mouth and eyes during wash and rinse procedures. | / 2 | / 2 | | | |
| 11. | Transfer the individuals from the wash and rinse stations to a drying station after completing the decontamination process. Ensure that the person is completely dry. | / 2 | / 2 | | | |
| 12. | Monitor for additional contamination using the appropriate detection device. NOTE: If contamination is detected, repeat decontamination wash and/or change decontamination method as appropriate. | / 2 | / 2 | | | |
| 13. | Have on-scene medical personnel evaluate the patient's injuries. | / 2 | / 2 | | | |
| 14. | Inform EMS personnel of contaminant involved and its hazards, if known. | / 2 | / 2 | | | |
| 15. | Ensure personnel, tools, and equipment are decontaminated. | / 2 | / 2 | | | |
| 16. | Terminate decontamination operations. | / 2 | / 2 | | | |
| 17. | Complete required reports and supporting documentation. | / 2 | / 2 | | | |
| Points needed to pass: 27 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /34 | /34 |
| Comments: | | | | | | |
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| Skill # 12-2 | | NFPA 470 (2022): 9.5.1, 9.7.1 | |
| Objective: Demonstrate proper use of a multigas detector to identify hazards at a hazmat incident. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will demonstrate the proper use of a multi-gas detector to identify hazards at a hazmat incident. NOTE: Specific procedures will vary depending on the equipment used. Refer to manufacturer's instructions for complete directions. | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Calibration and/or bump gas• Cleaning solution recommended by manufacturer | <ul style="list-style-type: none">• Multigas meter• Manufacturer's instructions• Product to be tested | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| Task Steps | | Initial Score | Retest Score |
| 1. | Ensure proper detection, monitoring, or sampling method and equipment are chosen. | / 2 | / 2 |
| 2. | Ensure that all responders are wearing appropriate PPE. | / 2 | / 2 |
| 3. | Select the multigas detector and identify the gases it will detect. | / 2 | / 2 |
| 4. | Perform initial inspection to ensure device is serviceable. | / 2 | / 2 |
| 5. | Perform a bump test to ensure the detector is functioning properly. | / 2 | / 2 |
| 6. | Perform a "fresh air" calibration of the detector prior to entry. | / 2 | / 2 |
| 7. | Monitor the area as required. | / 2 | / 2 |
| 8. | When monitoring is complete, turn off the instrument. | / 2 | / 2 |
| 9. | Decontaminate equipment and return to operational state. | / 2 | / 2 |
| 10. | Complete required reports and supporting documentation. | / 2 | / 2 |
| Points needed to pass: 16 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> |
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| Skill # 13-1 | | NFPA 470 (2022): 9.6.1 | |
| Objective: Perform remote valve shutoff or activate an emergency shutoff device. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will perform remote valve shutoff or activate an emergency shutoff device. | | |
| Resources: | • Appropriate PPE • Emergency remote shutoff device | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| <u>Task Steps</u> | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Select the appropriate product control technique to confine/contain the release with limited risk of exposure. | / 2 | / 2 |
| 2. | Ensure that all responders involved in the control function are wearing appropriate PPE for performing remote valve shutoff operations. | / 2 | / 2 |
| 3. | Identify and locate the emergency remote control valve and/or emergency shutoff device. | / 2 | / 2 |
| 4. | Operate the remote-control valve and/or emergency shutoff device properly. | / 2 | / 2 |
| 5. | If necessary, decontaminate tools and advance to decontamination line for decontamination. | / 2 | / 2 |
| 6. | Notify the Incident Commander of the completed objective. | / 2 | / 2 |
| 7. | Complete required reports and supporting documentation. | / 2 | / 2 |
| Points needed to pass: 11 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> |
| | | Total | /14 |
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| Skill # 13-2 | | | NFPA 470 (2022): 9.6.1 | | | |
| Objective: Perform absorption/adsorption. | | | | | | |
| Candidate Name: | | | | PSID: | | |
| Training Location: | | | | Date: | | |
| Directions: | Candidates will perform absorption/adsorption. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | | | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Container with lid• Shovels or other appropriate hand tools | | <ul style="list-style-type: none">• Simulated hazardous material• Sorbent/adsorbent material• Optional: decontamination tools and personnel | | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | |
| Task Steps | | | | Initial Score | Retest Score | |
| 1. | Select the appropriate product control technique to confine/contain the release with limited risk of personal exposure. | | | / 2 | / 2 | |
| 2. | Ensure that all responders involved in the control function are wearing appropriate PPE for performing absorption/adsorption operations and that appropriate hand tools have been selected. | | | / 2 | / 2 | |
| 3. | Select a location to efficiently and safely perform the absorption /adsorption operation. | | | / 2 | / 2 | |
| 4. | Select the most appropriate sorbent or adsorbent. | | | / 2 | / 2 | |
| 5. | Deploy the sorbent/adsorbent in a manner that most efficiently controls the spill. | | | / 2 | / 2 | |
| 6. | Upon mitigation of the incident, place any contaminated material, such as clothing, in an approved container for transportation to a disposal location. | | | / 2 | / 2 | |
| 7. | Seal and label the container and document appropriate information for department records. | | | / 2 | / 2 | |
| 8. | Decontaminate tools. | | | / 2 | / 2 | |
| 9. | Advance to decontamination line for decontamination. | | | / 2 | / 2 | |
| 10. | Complete required reports and supporting documentation. | | | / 2 | / 2 | |
| Points needed to pass: 16 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /20 |
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| Skill # 13-3 | | NFPA 470 (2022): 9.6.1 | |
| Objective: Perform damming. | | | |
| Candidate Name: | | PSID: | |
| Training Location: | | Date: | |
| Directions: | Candidates will perform damming. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Earth, rock, or sand• Piping• Shovels | <ul style="list-style-type: none">• Simulated hazardous material• Secure container with lid• Optional: decontamination tools and personnel | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | |
| <u>Task Steps</u> | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Select the appropriate product control technique to confine/contain the release with limited risk of personal exposure. | / 2 | / 2 |
| 2. | Ensure that all responders involved in the control function are wearing appropriate PPE for performing damming operations and that appropriate hand tools have been selected. | / 2 | / 2 |
| 3. | Select a location to efficiently and safely perform the damming operation. | / 2 | / 2 |
| 4. | Construct the dam in a location and manner that most efficiently controls the spill. | / 2 | / 2 |
| 5. | Upon mitigation of the incident, place any contaminated material, such as clothing, in an approved container for transportation to a disposal location. | / 2 | / 2 |
| 6. | Seal and label the container and document appropriate information for department records. | / 2 | / 2 |
| 7. | Decontaminate tools. | / 2 | / 2 |
| 8. | Advance to decontamination line for decontamination. | / 2 | / 2 |
| 9. | Complete required reports and supporting documentation. | / 2 | / 2 |
| Points needed to pass: 14 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> |
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| Skill # 13-4 | | | NFPA 470 (2022): 9.6.1 | | |
| Objective: Perform diking. | | | | | |
| Candidate Name: | | | | PSID: | |
| Training Location: | | | | Date: | |
| Directions: | Candidates will perform diking. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Container with lid• Earth, rock, or sand | | <ul style="list-style-type: none">• Shovels and other appropriate hand tools• Simulated hazardous material (liquid)• Optional: decontamination tools and personnel | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | |
| Task Steps | | | | Initial Score | Retest Score |
| 1. | Select the appropriate product control technique to confine/contain the release with limited risk of personal exposure. | | | / 2 | / 2 |
| 2. | Ensure that all responders involved in the control function are wearing appropriate PPE for performing diking operations and that appropriate hand tools have been selected. | | | / 2 | / 2 |
| 3. | Select a location to efficiently and safely perform the diking operation. | | | / 2 | / 2 |
| 4. | Construct the dike in a manner and location that most efficiently controls and directs the spill to a desired location. | | | / 2 | / 2 |
| 5. | Upon mitigation of the incident, place any contaminated material, such as clothing, in an approved container for transportation to a disposal location. | | | / 2 | / 2 |
| 6. | Seal and label the container and document appropriate information for department records. | | | / 2 | / 2 |
| 7. | Decontaminate tools. | | | / 2 | / 2 |
| 8. | Advance to decontamination line for decontamination. | | | / 2 | / 2 |
| 9. | Complete required reports and supporting documentation. | | | / 2 | / 2 |
| Points needed to pass: 14 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total |
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| Skill # 13-5 | | NFPA 470 (2022): 9.6.1 | | | | |
| Objective: Perform diversion. | | | | | | |
| Candidate Name: | | | | PSID: | | |
| Training Location: | | | | Date: | | |
| Directions: | Candidates will perform diversion. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | | | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Earth, rock, or sand• Container with lid | | <ul style="list-style-type: none">• Tools, including shovels, picks, and wheelbarrows• Simulated hazardous material (liquid)• Optional: decontamination tools and personnel | | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | |
| Task Steps | | | | Initial Score | Retest Score | |
| 1. | Select the appropriate product control technique to confine/contain the release with limited risk of personal exposure. | | | / 2 | / 2 | |
| 2. | Ensure that all responders involved in the control function are wearing appropriate PPE for performing diversion operations and that appropriate hand tools have been selected. | | | / 2 | / 2 | |
| 3. | Select a location to efficiently and safely perform the diversion operation. | | | / 2 | / 2 | |
| 4. | Construct the diversion in a manner and location that most efficiently controls and directs the spill to a desired location. | | | / 2 | / 2 | |
| 5. | Working as a team, use hand tools to break the soil, remove the soil, pile the soil, and pack the soil tightly. | | | / 2 | / 2 | |
| 6. | Upon mitigation of the incident, place any contaminated material, such as clothing, in an approved container for transportation to a disposal location. | | | / 2 | / 2 | |
| 7. | Seal and label the container and document appropriate information for department records. | | | / 2 | / 2 | |
| 8. | Decontaminate tools. | | | / 2 | / 2 | |
| 9. | Advance to decontamination line for decontamination. | | | / 2 | / 2 | |
| 10. | Complete required reports and supporting documentation. | | | / 2 | / 2 | |
| Points needed to pass: 16 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /20 /20 |
| Comments: | | | | | | |
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| Skill # 13-6 | | | NFPA 470 (2022): 9.6.1 | | | |
| Objective: Perform retention. | | | | | | |
| Candidate Name: | | | | PSID: | | |
| Training Location: | | | | Date: | | |
| Directions: | Candidates will perform retention. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | | | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Container with lid, Retention vessel• Earth, rock, or sand | | <ul style="list-style-type: none">• Simulated leaking vessel with hazardous material• Tools, including shovels, picks, and wheelbarrows• Optional: decontamination tools and personnel | | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | |
| Task Steps | | | | Initial Score | Retest Score | |
| 1. | Select the appropriate product control technique to confine/contain the release with limited risk of personal exposure. | | | / 2 | / 2 | |
| 2. | Ensure that all responders involved in the control function are wearing appropriate PPE for performing retention operations and that appropriate hand tools have been selected. | | | / 2 | / 2 | |
| 3. | Select a location to efficiently and safely perform the retention. | | | / 2 | / 2 | |
| 4. | Evaluate the rate of flow of the leak to determine the required capacity of the retention vessel. | | | / 2 | / 2 | |
| 5. | Working as a team, retain the hazardous liquid so that it can no longer flow. | | | / 2 | / 2 | |
| 6. | Upon mitigation of the incident, place any contaminated material, such as clothing, in an approved container for transportation to a disposal location. | | | / 2 | / 2 | |
| 7. | Seal and label the container and document appropriate information for department records. | | | / 2 | / 2 | |
| 8. | Decontaminate tools. | | | / 2 | / 2 | |
| 9. | Advance to decontamination line for decontamination. | | | / 2 | / 2 | |
| 10. | Complete required reports and supporting documentation. | | | / 2 | / 2 | |
| Points needed to pass: 16 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /20 |
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| Skill # 13-7 | | NFPA 470 (2022): 9.6.1 | | | | |
| Objective: Perform dilution. | | | | | | |
| Candidate Name: | | | | PSID: | | |
| Training Location: | | | | Date: | | |
| Directions: | Candidates will perform dilution. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | | | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Container with lid• Hoseline with nozzle• Pumping apparatus driver/operator | | <ul style="list-style-type: none">• Reliable water source and pumping apparatus• Simulated hazardous material spill• Optional: decontamination tools and personnel | | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | |
| <u>Task Steps</u> | | | <u>Initial Score</u> | <u>Retest Score</u> | | |
| 1. | Select the appropriate product control technique to confine/contain the release with limited risk of personal exposure. | | | / 2 | / 2 | |
| 2. | Ensure that all responders involved in the control function are wearing appropriate PPE for performing dilution operations. | | | / 2 | / 2 | |
| 3. | Select a location to efficiently and safely perform dilution operations. | | | / 2 | / 2 | |
| 4. | Evaluate the rate of flow of the leak to determine the required capacity of the retention area and the quantity of water required to dilute the material. | | | / 2 | / 2 | |
| 5. | Working as a team, monitor and assess the leak, and advance hoselines and tools to the retention area. | | | / 2 | / 2 | |
| 6. | Flow water to dilute spilled material. | | | / 2 | / 2 | |
| 7. | Monitor any dikes or dams to ensure integrity of retention area. | | | / 2 | / 2 | |
| 8. | Upon mitigation of the incident, place any contaminated material, such as clothing, in an approved container for transportation to a disposal location. | | | / 2 | / 2 | |
| 9. | Seal and label the container and document appropriate information for department records. | | | / 2 | / 2 | |
| 10. | Decontaminate tools. | | | / 2 | / 2 | |
| 11. | Advance to decontamination line for decontamination. | | | / 2 | / 2 | |
| 12. | Complete required reports and supporting documentation. | | | / 2 | / 2 | |
| Points needed to pass: 19 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /24 |

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Comments:

Evaluator's Signature:

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| Skill # 13-8 | | | NFPA 470 (2022): 9.6.1 | | |
| Objective: Perform vapor dispersion. | | | | | |
| Candidate Name: | | | | PSID: | |
| Training Location: | | | | Date: | |
| Directions: | Candidates will perform vapor dispersion. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Atmospheric monitoring equipment• Charged hoseline with fog pattern nozzle• Container with lid | | <ul style="list-style-type: none">• Pumping apparatus driver/operator• Reliable water source and pumping apparatus• Simulated hazardous material vapor vessel• Optional: decontamination tools and personnel | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | |
| <u>Task Steps</u> | | | | <u>Initial Score</u> | <u>Retest Score</u> |
| 1. | Select the appropriate product control technique to confine/contain the release with limited risk of personal exposure. | | | / 2 | / 2 |
| 2. | Ensure that all responders involved in the control function are wearing appropriate PPE for performing vapor dispersion operations. | | | / 2 | / 2 |
| 3. | Select a location to efficiently and safely perform vapor dispersion. | | | / 2 | / 2 |
| 4. | Working as a team, advance the hoseline to a position to apply agent through vapor cloud to disperse vapors. | | | / 2 | / 2 |
| 5. | Constantly monitor the leak concentration, wind direction, exposed personnel, environmental impact, and water stream effectiveness. | | | / 2 | / 2 |
| 6. | Upon mitigation of the incident, place any contaminated material, such as clothing, in an approved container for transportation to a disposal location. | | | / 2 | / 2 |
| 7. | Decontaminate tools. | | | / 2 | / 2 |
| 8. | Advance to decontamination line for decontamination. | | | / 2 | / 2 |
| 9. | Complete required reports and supporting documentation. | | | / 2 | / 2 |
| Points needed to pass: 14 | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /18 |
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| Skill # 13-9 | | NFPA 470 (2022): 9.6.1 | | | | | |
| Objective: Perform vapor suppression. | | | | | | | |
| Candidate Name: | | | | PSID: | | | |
| Training Location: | | | | Date: | | | |
| Directions: | Candidates will perform vapor suppression. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to perform the skills as needed. | | | | | | |
| Resources: | <ul style="list-style-type: none">• Appropriate PPE• Container with lid• Hoseline, foam nozzle, foam educator, foam• Pumping apparatus driver/operator | | <ul style="list-style-type: none">• Reliable water source and pumping apparatus• Simulated hazardous material and/or leaking vessel• Optional: decontamination tools and personnel | | | | |
| Scoring | 0 = Unsuccessful, 1 = Not yet competent, marginal, or inconsistent, 2 = Successful/competent | | | | | | |
| Critical steps are scored as pass or fail. If the candidate fails any pass/fail step, they must retest the skill in its entirety. | | | | | | | |
| <u>Task Steps</u> | | | | <u>Initial Score</u> | <u>Retest Score</u> | | |
| 1. | Select the appropriate product control technique to confine/contain the release with limited risk of personal exposure. | | | / 2 | / 2 | | |
| 2. | Ensure that all responders involved in the control function are wearing appropriate PPE for performing vapor suppression operations. | | | / 2 | / 2 | | |
| 3. | Select a location to efficiently and safely perform vapor suppression. | | | / 2 | / 2 | | |
| 4. | Evaluate the quantity and surface area of the hazardous material that has leaked. | | | / 2 | / 2 | | |
| 5. | Determine the appropriate type of foam for the type of hazardous material present. | | | / 2 | / 2 | | |
| 6. | Working as a team, deploy the foam eductor and foam, and advance the hoseline and foam nozzle to a position from which to apply the foam. | | | / 2 | / 2 | | |
| 7. | Flow hoseline until finished foam is produced at the nozzle. | | | / 2 | / 2 | | |
| 8. | Apply finished foam in an even layer covering the entire hazardous material spill area. | | | / 2 | / 2 | | |
| 9. | Upon mitigation of the incident, place any contaminated material, such as clothing, in an approved container for transportation to a disposal location. | | | / 2 | / 2 | | |
| 10. | Seal and label the container and document appropriate information for department records. | | | / 2 | / 2 | | |
| 11. | Decontaminate tools. | | | / 2 | / 2 | | |
| 12. | Advance to decontamination line for decontamination. | | | / 2 | / 2 | | |
| 13. | Complete required reports and supporting documentation. | | | / 2 | / 2 | | |
| Points needed to pass: 21 | | Final Result | Pass <input type="checkbox"/> | Fail <input type="checkbox"/> | Total | /26 | /26 |

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Comments:

Evaluator's Signature:

Evaluator's PSID:

Date:

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Lead Evaluator Acknowledgement

Hazardous Materials Operations

September 2025

| Candidate Name (Last, First, MI) | | Candidate PSID Number | | | |
|---|--|-----------------------|---------------|-----------|----------------|
| Fire Academy Course Number | | Course Dates | | | |
| NFPA 470, Standard for Hazardous Materials/WMD Emergency Response Professional Qualifications (2022) | | | | | |
| Skill | Description | NFPA JPR | Pass/ Fail | Exam Date | Evaluator Name |
| 5-1 | Analyze a hazmat scenario at a facility to identify likely outcomes. | 7.2.1 | | | |
| 5-2 | Analyze a transportation hazmat scenario to identify likely outcomes. | 7.2.1 | | | |
| 5-3 | Communicate with pipeline operators or carrier representatives during a hazmat incident. | 7.2.1 | | | |
| 6-1 | Recognize and preserve evidence at a hazardous materials incident. | 7.4.1 | | | |
| 7-1 | Identify strategies and tactics available at a hazardous materials incident. | 7.3.1 | | | |
| 8-1 | Establish and maintain scene control at a hazardous materials incident. | 7.4.1, 7.6.1 | | | |
| 8-2 | Evaluate progress at a hazardous materials incident. | 7.6.1 | | | |
| 9-1 | Go through decontamination procedures while wearing and doffing approved PPE. | 7.4.1, 7.5.1 | | | |
| 9-2 | Perform emergency decontamination on contaminated personnel, tools, equipment, and PPE in the field. | 7.4.1, 7.5.1 | | | |
| 10-1 | Select appropriate PPE to address a hazardous materials scenario. | 7.3.1, 9.2.1 | | | |
| 10-2 | Don, work in, and doff a structural firefighting ensemble. | 9.2.1 | | | |
| 10-4 | Don, work in, and doff a liquid splash protection (Class 2) ensemble. | 9.2.1 | | | |

| | | | | | |
|------|---|--------------|--|--|--|
| 11-1 | Perform mass decontamination on ambulatory people. | 9.3.1 | | | |
| 11-2 | Perform mass decontamination on non-ambulatory people. | 9.3.1 | | | |
| 12-2 | Demonstrate proper use of a multigas detector to identify hazards at a hazmat incident. | 9.5.1, 9.7.1 | | | |
| 13-1 | Perform remote valve shutoff or activate an emergency shutoff device. | 9.6.1 | | | |
| 13-2 | Perform absorption/adsorption. | 9.6.1 | | | |
| 13-3 | Perform damming. | 9.6.1 | | | |
| 13-4 | Perform diking. | 9.6.1 | | | |
| 13-5 | Perform diversion. | 9.6.1 | | | |
| 13-6 | Perform retention. | 9.6.1 | | | |
| 13-7 | Perform dilution. | 9.6.1 | | | |
| 13-8 | Perform vapor dispersion. | 9.6.1 | | | |
| 13-9 | Perform vapor suppression. | 9.6.1 | | | |

Lead Evaluator Certification of Skills: *I certify that the candidate identified on this form has been trained and successfully completed an evaluation of all practical skills listed. Falsification of this information may result in disciplinary action against the Lead Evaluator by the Board of Fire Fighter Personnel Standards and Education.*

| | | | |
|--------------|--|-------------------|--|
| Name: | | Signature: | |
| PSID: | | Date: | |