Acknowledgement

The Wisconsin Technical College System (WTCS) gratefully acknowledges the assistance of many dedicated fire service personnel during both the development and the administration of the WTCS Fire Service Education Office (FSEO) Certification Program. It would be impossible to individually recognize each and every person who has helped to make the program the resounding success that it is.

Morna K. Foy, President
Carrie Morgan, Associate Vice President of Instruction
Angela White, Education Director, Fire Service

As a member of the Training Resources and Data Exchange (TRADE) of the National Fire Academy, WTCS FSEO is committed to fostering the ongoing exchange of ideas, programs, and curricula among and between Federal, State and local fire training organizations. Many of the publications and training materials of the WTCS FSEO may be freely used to aid emergency responders in any way possible. This guide is one of the aforementioned publications. We would appreciate the accompaniment of a credit line with any portion of this guide that is used indicating WTCS FSEO as the origin of the material. We also ask that such materials borrowed from us not be sold for profit.
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Foreword

On May 23, 1978, the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE), since renamed the Wisconsin Technical College System Board (WTCSB), approved the provision of certification to the Wisconsin fire service. The WTCSB also adopted the Professional Qualifications for the Fire Service, National Fire Protection Association (NFPA) 1000 Series Standards, and any future standards of the series as those, which shall be used for identifying training course content for the certification of Wisconsin fire service personnel.

Fire service certification in the state of Wisconsin is not mandated by the WTCSB or any other state agency. Certification is rather an endeavor to be undertaken voluntarily by individuals or by collective members of fire departments. Those who aspire to Wisconsin Fire Service Certification, however, must satisfy the program requirements, which are based on the appropriate NFPA Standards, and be tested for competency.

Certification is not necessarily a means of determining who may participate in the vocation or avocation of firefighting, but is rather a symbol of dedication and commitment by the certified individual. Certification also provides documentation that the individual has demonstrated a high level of proficiency established through national consensus.

The WTCS Fire Service Education Office (FSEO) is ready and able to assist motivated individuals and/or fire departments in achieving their training and certification goals.

Assistance in Preparing for Certification

The WTCS FSEO publishes a Policy and Procedures Manual which lists each category and level of certification offered. This manual contains pertinent information designed to assist candidates in preparing for the certification process. WTCS FSEO Policy and Procedures Manual may be obtained from the WTCS web page:

https://mywtcs.wtcsystem.edu/fire-service/fire-certification/policy-and-procedures

Entrance into the Wisconsin Fire Service Certification System

Qualified individuals may enter the certification process by contacting the Fire District Coordinator at their local WTCS district. Upon receipt of such request, appropriate application materials for the pertinent certification category or level will be provided. Completed application and state training summary forms shall be returned to the respective Fire District Coordinator. The Wisconsin Technical College System Fire Service Education Office Policy and Procedures Manual is an aid to the individuals in completing the forms.

Written Examination Element

Approved candidates will be allowed to write the state certification examination for the category and/or level chosen. The written examination will consist of 100 questions with a 90-minute time limit. Multiple choice and true/false questions can be expected. If the candidates successfully achieve a minimum score of 70 percent on the written examination, they will advance to the practical skills examination element of the process. Candidates who received
their preparatory training through the state-approved training program and who fail their initial attempt at the written examination will be allowed up to 2 retests. If still unsuccessful after their second retest, these candidates are required to re-enroll in and complete the approved training program before being allowed to again write the examination. A variety of exams will be used to insure that no candidate is allowed to take the same exam more than once. Each exam will be based on the NFPA standard, current edition, and constructed from a bank of questions maintained by WTCS FSEO.

Individuals may be granted “Advanced Standing” through recognition of equivalent training from another state or agency. Individuals granted Advanced Standing will be allowed a one-time challenge of both the written and practical examinations for the requested certification level(s). A final score of 70 percent or greater satisfies the written examination element and all practical exams are graded on a pass/fail basis. Successful completion of both elements shall result in issuance of the certification by the WTCS FSEO. If an individual fails either the written or practical exam, they will then need to complete the appropriate certification course in order to be eligible for entry into the certification process. Individuals seeking Advanced Standing must submit documentation of training/education/ certification from other entities to the WTCS FSEO.

Candidates will be required to successfully pass a 25 question (multiple choice and true/false) hazardous materials exam. Candidates are allowed 2 retests. If unsuccessful, candidates will be required to re-enroll and complete hazardous materials operations again before being allowed to again write the exam.

**Practical Skills Examination Element**

Candidates who have passed the written examination element will be assigned to a practical skills examination at an approved WTCS test site on a date of their choosing (pending availability of openings). All candidates are required to pay the standardized statewide practical skills examination fee of $80.00 (payable to the assigned WTCS test site).

Candidates will be responsible for all skills required by the appropriate NFPA standard, and must be prepared to perform any of the skills contained within the examination structure (a summary of the practical skills test stations is included in this document. Due to the large number of skills required by the standard, however, all skills cannot possibly be tested in a given examination. Rather, a number or series of skills will be selected for each exam through a random process. Skills to be tested will be selected to prevent prior knowledge by the candidates. The intent of this process is to insure that candidates are prepared to test on all of the skills required by the standard. Each candidate must perform a total of 9 evolutions contained within the Fire Fighter I examination structure, either individually or as a member of a team.

Practical examinations are graded on a 100 percent pass/fail basis. Throughout the design of the evaluation checklists, critical components of the skills will be strictly evaluated. “Non-fatal” components and many “local issue” components that vary from fire department to fire department will not be critically evaluated during the examination.

Candidates must successfully complete all skills stations of an examination to receive a passing grade. Candidates who fail up to 2 stations may retest on the same day at no additional cost. Such retests will be conducted only after all other candidates have completed their examinations.
If, after retesting, the candidates fail the station(s) again, they must retake the entire examination at a later date. Candidates who fail 3 or more stations on their initial examination attempt must retake the entire examination at a later date as well. This requirement is necessitated by the random examination skills selection process. Such retakes also require payment of another examination fee.

**Examination Results**

Candidates will be notified of certification examination results upon examination completion.

**Certification**

Upon successful completion of all elements of the certification process, the candidate’s name will be entered into the WTCS FSEO Certification database. Individuals will also receive, at no additional cost, an individualized certificate from the WTCS FSEO.

**Denial and Revocation of Certification**

Fire Service certifications may be denied or revoked if an individual knowingly submits false information, cheats during class or an examination, fails to meet the certification criteria, engages in improper or criminal conduct or other actions that undermine the integrity of the Fire Service Education Office program(s).

**Appeal Process**

If certification is denied or revoked, the individual is entitled to due process, including appeal and hearing. The entire appeal process is listed in the WTCS FSEO Policy and Procedures Manual.

**Wisconsin Fire Service Certification Program**

**Practical Skills Element-Facial Hair/SCBA Issue**

An excerpt from WTCSB Administrative Bulletin 99-16, issued January 21, 2000, states the following:

- In any fire training course where instruction includes the use of a self-contained breathing apparatus (SCBA), the district may enroll and shall provide a plan of instruction to accommodate students with a condition that interferes with the facepiece seal.
- Students who are unable to meet all requirements of the SCBA portion of CERTIFIED FIRE FIGHTER courses will not be eligible for “state certification,” however, they will receive a technical college certificate for participation in the fire training course.

National Fire Protection Association (NFPA) 1500, Standard on Fire Department Occupational Safety and Health Program, 2013 Edition, states, “members who have a beard or facial hair at any point where the SCBA facepiece is designed to seal with the face, or hair that could interfere with the operation of the unit, shall not be permitted to use respiratory protection at emergency incidents or in hazardous or potentially hazardous atmospheres. These restrictions shall apply regardless of the specific fit test measurement that can be obtained under test conditions.”
Wisconsin Administrative Code, Department of Safety and Professional Service SPS 330, *Fire Department Safety and Health* states, “SPS 330.12, self-contained breathing apparatus. A fire fighter may not wear a beard or facial hair that comes in contact with a facepiece seal if the fire fighter’s duties require him or her to use a self-contained breathing apparatus.”

*Administrative Bulletin AB 99-16* addresses the facial hair/SCBA issue during the training phase only. It is the policy of the WTC, FST that the facial hair requirements of NFPA Standard 1500 and SPS 330 shall be followed in certification practical skills examinations which contain a SCBA use requirement. As such, individuals who report for examinations with a beard or facial hair that interferes with SCBA facepiece seal shall not be allowed to participate in the examination.
FIRE FIGHTER I CERTIFICATION PREPARATION GUIDE

This document is provided to assist candidates as they ready themselves to enter the WTCS FSEO Fire Fighter I Certification Process.

The NFPA 1001, Standard for Fire Fighter Professional Qualifications, 2013 Edition (hereinafter referred to as “Standard for Fire Fighter Professional Qualifications, current edition”), Fire Fighter I JPRs are listed in the left column. The right column contains information that will help candidates identify study resources or other notes on how to prepare for the examination elements.

The JPRs of NFPA 1001, current edition, Fire Fighter I that must be met for certification are divided into four (4) elements. These elements are: State Summary Form; Self-Study; Written Examination; and Practical Skills Examination.

The primary reference material for meeting certification requirements, and upon which the test bank questions are validated and correlated to, is the International Fire Service Training Association (IFSTA) Essentials of Fire Fighting and Fire Department Operations (Brady), 6th Edition (hereinafter referred to as “IFSTA Essentials of Fire Fighting, current edition”) and the Jones & Bartlett, Fundamentals of Fire Fighter Skills, 3rd Edition (hereinafter referred to as J&B, current edition) and the accompanying student applications package. Both textbooks may not address many items in-depth. Additional reference materials candidates should consider include:

- IFSTA, NFPA 2013 NFPA 472 Competencies

Self-Study, Written, and Practical Skills Requirements and Study Hints
NFPA 1001, Fire Fighter I, current edition

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<tr>
<td>5.1 General: For qualification at Level I, the fire fighter candidate shall meet the general knowledge requirements in 5.1.1; the general skill requirements in 5.1.2; the JPRs defined in Sections 5.2 through 5.5 of this standard; and the requirements defined in 5, Core Competencies for Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents.</td>
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### 5.1.1 General Knowledge Requirements:
The organization of the fire department; the role of the Fire Fighter I in the organization; the mission of fire service; the fire department’s standard operating procedures (SOPs) and rules and regulations as they apply to the Fire Fighter I; the value of fire and life safety initiatives in support of the fire department mission and to reduce fire fighter line-of-duty injuries and fatalities; the role of other agencies as they relate to the fire department; aspects of the fire department’s member assistance program; the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter; the critical aspects of NFPA 1500, Standard on Fire Department Occupational Safety and Health Program.

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<td>303-307, 1222-1240</td>
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<td>IFSTA – 1, 6, 8</td>
<td>35-36, 317, 324-325, 384-396, 410-416</td>
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<td>J&amp;B – 1, 3, 10</td>
<td>8, 44-53, 73, 272-274, 277-293</td>
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<tr>
<td>IFSTA – 3</td>
<td>96-115, 124-129</td>
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<td>J&amp;B – 4</td>
<td>92-99, 102, 111</td>
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### 5.1.2 General Skill Requirements:
The ability to don personal protective clothing; doff personal protective clothing and prepare for reuse; hoist tools and equipment using ropes and the correct knot; and locate information in departmental documents and standard or code materials.

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<td>J&amp;B – 1, 3, 10</td>
<td>8, 44-53, 73, 272-274, 277-293</td>
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### 5.2 Fire Department Communications:
This duty shall involve initiating responses, receiving telephone calls, and using fire department communications equipment to correctly relay verbal or written information, according to the JPRs in 5.2.1 through 5.2.3.

#### 5.2.1 Initiate the response to a reported emergency, given the report of an emergency, fire department SOPs, and communications equipment, so that all necessary information is obtained, communications equipment is operated correctly, and the information is relayed promptly and accurately to the dispatch center.

**A) Requisite Knowledge.** Procedures for reporting an emergency, departmental SOPs for taking and receiving alarms, radio codes or procedures, and information needs of dispatch center.

**B) Requisite Skills.** The ability to operate fire department communications equipment, relay information, and record information.
### JPR’s

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<tr>
<td>5.2.2 Receive a telephone call, given a fire department phone, so</td>
<td>IFSTA – 3</td>
<td>96-115,</td>
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<tr>
<td>that procedures for answering the phone are used and the caller’s</td>
<td></td>
<td>124-125</td>
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<tr>
<td>information is relayed.</td>
<td>J&amp;B – 4</td>
<td>96-97, 111</td>
</tr>
<tr>
<td><strong>(A) Requisite Knowledge.</strong> Fire department procedures for</td>
<td></td>
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<tr>
<td>answering nonemergency telephone calls.</td>
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<tr>
<td><strong>(B) Requisite Skills.</strong> The ability to operate fire station</td>
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<td>telephone and intercom equipment.</td>
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<tr>
<td>5.2.3 Transmit and receive messages via the fire department radio,</td>
<td>IFSTA—3</td>
<td>96-115, 124</td>
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<td>given a fire department radio and operating procedures, so that</td>
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<td>125</td>
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<td>the information is accurate, complete, clear, and relayed within</td>
<td>J&amp;B – 4</td>
<td>103-108</td>
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<td>the time established by the AHJ.</td>
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<td><strong>(A) Requisite Knowledge.</strong> Departmental radio procedures</td>
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<td>and etiquette for routine traffic, emergency traffic, and</td>
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<td>emergency evacuation signals.</td>
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<td><strong>(B) Requisite Skills.</strong> The ability to operate radio equipment</td>
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<td>and discriminate between routine and emergency traffic.</td>
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<td>5.2.4 Activate an emergency call for assistance, given vision-</td>
<td>IFSTA – 2,</td>
<td>466</td>
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<td>obscured conditions, PPE, and department SOPs, so that the fire</td>
<td>6, 9</td>
<td></td>
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<tr>
<td>fighter can be located and rescued.</td>
<td>J&amp;B – 18</td>
<td>591-592</td>
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<tr>
<td><strong>(A) Requisite Knowledge.</strong> Personnel accountability systems;</td>
<td></td>
<td></td>
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<tr>
<td>Emergency communication procedures;</td>
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<td></td>
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<tr>
<td>Emergency evacuation methods</td>
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<td><strong>(B) Requisite Skills.</strong> The ability to initiate an emergency</td>
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<td></td>
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<td>call for assistance in accordance with the AHJ’s procedures.</td>
<td></td>
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<td>The ability to use other methods of emergency calls for</td>
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<td>assistance</td>
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<tr>
<td>5.3 Fireground Operations:</td>
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<td>This duty shall involve performing activities necessary to ensure</td>
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<td>life safety, fire control, and property conservation,</td>
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<tr>
<td>according to the JPRs in 5.3.1 through 5.3.19.</td>
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### 5.3.1 Use self-contained breathing apparatus (SCBA) during emergency operations, given SCBA and other personal protective equipment, so that the SCBA is correctly donned, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion.

**A Requisite Knowledge.** Conditions that require respiratory protection, uses and limitations of SCBA, components of SCBA, donning procedures, breathing techniques, indications for and emergency procedures used with SCBA, and physical requirements of the SCBA wearer.

**B Requisite Skills.** The ability to control breathing, replace SCBA air cylinders, use SCBA to exit through restricted passages, initiate and complete emergency procedures in the event of SCBA failure or air depletion, and complete donning procedures.

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<td>IFSTA – 6, 9</td>
<td>280-334, 443-459, 467-472</td>
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<td></td>
<td>J&amp;B – 3, 16, 18, 22</td>
<td>49-80, 504, 596-597, 684-687</td>
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### 5.3.2 Respond on apparatus to an emergency scene, given personal protective clothing and other necessary personal protective equipment, so that the apparatus is correctly mounted and dismounted, seat belts are used while the vehicle is in motion, and other personal protective equipment is correctly used.

**A Requisite Knowledge.** Mounting and dismounting procedures for riding fire apparatus, hazards and ways to avoid hazards associated with riding apparatus, prohibited practices, and types of department personal protective equipment and the means for usage.

**B Requisite Skills.** The ability to use each piece of provided safety equipment.

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<td>5.3.2</td>
<td>IFSTA – 2, 6</td>
<td>66-72, 88-89, 259-276, 297-302, 317-327, 370-371</td>
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<td></td>
<td>J&amp;B – 11</td>
<td>301-302</td>
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| **5.3.3** Establish and operate in work areas at emergency scenes, given protective equipment, traffic and scene control devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, an assignment, and SOPs, so that procedures are followed, protective equipment is worn, protected work areas are established as directed using traffic and scene control devices, and the fire fighter performs assigned tasks only in established, protected work areas.  
**A) Requisite Knowledge.** Potential hazards involved in operating on emergency scenes including vehicle traffic, utilities, and environmental conditions; proper procedures for dismounting apparatus in traffic; procedures for safe operation at emergency scenes; and the protective equipment available for members’ safety on emergency scenes and work zone designations.  
**B) Requisite Skills.** The ability to use personal protective clothing, deploy traffic and scene control devices, dismount apparatus, and operate in the protected work areas as directed. | IFSTA – 2, 6  
J&B – 11 | 66-71, 78-91,  
259-280, 317-325  
303-306 |
| **5.3.4** Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.  
**A) Requisite Knowledge.** Basic construction of typical doors, windows, and walls within the department’s community or service area; operation of doors, windows, and locks; and the dangers associated with forcing entry through doors, windows, and walls.  
**B) Requisite Skills.** The ability to transport and operate hand and power tools and to force entry through doors, windows, and walls using assorted methods and tools. | IFSTA – 2, 4, 11  
J&B – 9, 12 | 75-76, 134,  
142, 157,  
573-623,  
627-649  
248-249,  
320-348 |
| **5.3.5** Exit a hazardous area as a team, given vision-obscured conditions, so that a safe haven is found before exhausting the air supply, others are not endangered, and the team integrity is maintained.  
**A) Requisite Knowledge.** Personnel accountability systems, communication procedures, emergency evacuation methods, what constitutes a safe haven, elements that create or indicate a hazard, and emergency procedures for loss of air supply.  
**B) Requisite Skills.** The ability to operate as a team member in vision-obscured conditions, locate and follow a guideline, conserve air supply, and evaluate areas for hazards and identify a safe haven. | IFSTA – 2, 9  
J&B – 18 | 85-86, 439-459,  
466-475  
588-600 |
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<td><strong>5.3.6</strong> Set up ground ladders, given single and extension</td>
<td>IFSTA – 12</td>
<td>654-663,</td>
</tr>
<tr>
<td>ladders, an assignment, and team members if needed, so that</td>
<td></td>
<td>666-686,</td>
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<tr>
<td>hazards are assessed, the ladder is stable, the angle is correct for</td>
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<td>692-712</td>
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<td>climbing, extension ladders are extended to the necessary</td>
<td>J&amp;B – 13</td>
<td>357-396</td>
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<td>height with the fly locked, the top is placed against a reliable</td>
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<td>structural component, and the assignment is accomplished.</td>
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<tr>
<td><strong>(A) Requisite Knowledge.</strong> Parts of a ladder, hazards</td>
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<td>associated with setting up ladders, what constitutes a stable</td>
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<td>foundation for ladder placement, different angles for various tasks</td>
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<td>, safety limits to the degree of angulation, and what constitutes</td>
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<td>a reliable structural component for top placement.</td>
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<td><strong>(B) Requisite Skills.</strong> The ability to carry ladders, raise</td>
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<td>ladders, extend ladders and lock flies, determine that a wall</td>
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<td>and roof will support the ladder, judge extension ladder height</td>
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<td>requirements, and place the ladder to avoid obvious hazards.</td>
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<td><strong>5.3.7</strong> Attack a passenger vehicle fire operating as a member of</td>
<td>IFSTA – 17</td>
<td>1038-1046,</td>
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<tr>
<td>a team, given personal protective equipment, attack line, and</td>
<td></td>
<td>1092-1093</td>
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<tr>
<td>hand tools, so that hazards are avoided, leaking flammable liquids</td>
<td>J&amp;B – 22</td>
<td>696-699,</td>
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<td>are identified and controlled, protection from flash fires is</td>
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<td>810-814,</td>
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<td>maintained, all vehicle compartments are overhauled, and the fire</td>
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<td>821-823</td>
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<td>is extinguished.</td>
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<td><strong>(A) Requisite Knowledge.</strong> Principles of fire streams as they</td>
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<tr>
<td>relate to fighting automobile fires; precautions to be followed</td>
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<td>when advancing hose lines toward an automobile; observable results</td>
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<td>that a fire stream has been properly applied; identifying alternate</td>
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<td>fuels and the hazards associated with them; dangerous conditions</td>
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<td>created during an automobile fire; common types of accidents or</td>
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<td>injuries related to fighting automobile fires and how to avoid</td>
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<td>them; how to access locked passenger, trunk, and engine compartments</td>
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<td>; and methods for overhauling an automobile.</td>
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<td><strong>(B) Requisite Skills.</strong> The ability to identify automobile</td>
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<td>fuel type; assess and control fuel leaks; open, close, and</td>
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<td>adjust the flow and pattern on nozzles; apply water for maximum</td>
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<td>effectiveness while maintaining flash fire protection; advance 38</td>
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<td>mm (1½ in.) or larger diameter attack lines; and expose hidden</td>
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<td>fires by opening all automobile compartments.</td>
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| 5.3.8 Extinguish fires in exterior Class A materials, given fires in stacked or piled and small unattached structures or storage containers that can be fought from the exterior, attack lines, hand tools and master stream devices, and an assignment, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, and signs of the origin area(s) and arson are preserved.  
(A) Requisite Knowledge. Types of attack lines and water streams appropriate for attacking stacked, piled materials and outdoor fires; dangers - such as collapse - associated with stacked and piled materials; various extinguishing agents and their effect on different material configurations; tools and methods to use in breaking up various types of materials; the difficulties related to complete extinguishment of stacked and piled materials; water application methods for exposure protection and fire extinguishment; dangers such as exposure to toxic or hazardous materials associated with storage building and container fires; obvious signs of origin and cause; and techniques for the preservation of fire cause evidence.  
(B) Requisite Skills. The ability to recognize inherent hazards related to the material’s configuration, operate handlines or master streams, break up material using hand tools and water streams, evaluate for complete extinguishment, operate hose lines and other water application devices, evaluate and modify water application for maximum penetration, search for and expose hidden fires, assess patterns for origin determination, and evaluate for complete extinguishment. | IFSTA – 15, 17, 18, 19 | 816-825, 835-849, 855-871, 1004-1020, 1028-1038, 1046-1049, 1078-1081, 1094-1096, 1145-1164 |
|       | J&B – 9, 22, 38 | 249-251, 682-696, 1073-1074 |
5.3.9 Conduct a search and rescue in a structure operating as a member of a team, given an assignment, obscured vision conditions, personal protective equipment, a flashlight, forcible entry tools, hose lines, and ladders when necessary, so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members’ safety — including respiratory protection — is not compromised.

(A) **Requisite Knowledge.** Use of forcible entry tools during rescue operations, ladder operations for rescue, psychological effects of operating in obscured conditions and ways to manage them, methods to determine if an area is tenable, primary and secondary search techniques, team members’ roles and goals, methods to use and indicators of finding victims, victim removal methods (including various carries), and considerations related to respiratory protection.

(B) **Requisite Skills.** The ability to use SCBA to exit through restricted passages, set up and use different types of ladders for various types of rescue operations, rescue a fire fighter with functioning respiratory protection, rescue a fire fighter whose respiratory protection is not functioning, rescue a person who has no respiratory protection, and assess areas to determine tenability.

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<td>5.3.9</td>
<td>IFSTA – 9, 12</td>
<td>422-475, 686-688, 724-726</td>
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<td>J&amp;B – 14, 18</td>
<td>404-434, 596-604</td>
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5.3.10 Attack an interior structure fire operating as a member of a team, given an attack line, ladders when needed, personal protective equipment, tools, and an assignment, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control.

(A) **Requisite Knowledge.** Principles of fire streams; types, design, operation, nozzle pressure effects, and flow capabilities of nozzles; precautions to be followed when advancing hose lines to a fire; observable results that a fire stream has been properly applied; dangerous building conditions created by fire; principles of exposure protection; potential long-term consequences of exposure to products of combustion; physical states of matter in which fuels are found; common types of accidents or injuries and their causes; and the application of each size and type of attack line, the role of the backup team in fire attack situations, attack and control techniques for grade level and above and below grade levels, and exposing hidden fires.

(B) **Requisite Skills.** The ability to prevent water hammers when shutting down nozzles; open, close, and adjust nozzle flow and patterns; apply water using direct, indirect, and combination attacks; advance charged and uncharged 38 mm (1½ in.) diameter or larger hose lines up ladders and up and down interior and exterior stairways; extend hose lines; replace burst hose sections; operate charged hose lines of 38 mm (1½ in.) diameter or larger while secured to a ground ladder; couple and uncouple various handline connections; carry hose; attack fires at grade level and above and below grade levels; and locate and suppress interior wall and subfloor fires.
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<td><strong>5.3.11</strong> Perform horizontal ventilation on a structure operating as part of a team, given an assignment, personal protective equipment, ventilation tools, equipment, and ladders, so that the ventilation openings are free of obstructions, tools are used as designed, ladders are correctly placed, ventilation devices are correctly placed, and the structure is cleared of smoke.</td>
<td>IFSTA – 5, 12, 13</td>
<td>208-216, 223-253, 692-723, 732-768</td>
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<td><em>(A) Requisite Knowledge.</em> The principles, advantages, limitations, and effects of horizontal, mechanical, and hydraulic ventilation; safety considerations when venting a structure; fire behavior in a structure; the products of combustion found in a structure fire; the signs, causes, effects, and prevention of backdrafts; and the relationship of oxygen concentration to life safety and fire growth.</td>
<td>J&amp;B – 6, 9, 15</td>
<td>144-156, 250-251, 442-459</td>
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<td><em>(B) Requisite Skills.</em> The ability to transport and operate ventilation tools and equipment and ladders, and to use safe procedures for breaking window and door glass and removing obstructions.</td>
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<td><strong>5.3.12</strong> Perform vertical ventilation on a structure as part of a team, given an assignment, personal protective equipment, ground and roof ladders, and tools, so that ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished.</td>
<td>IFSTA—4, 5, 8, 12, 13</td>
<td>134, 142, 157, 216-223, 250-253, 692-723, 734-778</td>
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<td><em>(A) Requisite Knowledge.</em> The methods of heat transfer; the principles of thermal layering within a structure on fire; the techniques and safety precautions for venting flat roofs, pitched roofs, and basements; basic indicators of potential collapse or roof failure; the effects of construction type and elapsed time under fire conditions on structural integrity; and the advantages and disadvantages of vertical and trench/strip ventilation.</td>
<td>J&amp;B – 6, 7, 15</td>
<td>146-, 155, 174-180, 446, 459-480</td>
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<td><em>(B) Requisite Skills.</em> The ability to transport and operate ventilation tools and equipment; hoist ventilation tools to a roof; cut roofing and flooring materials to vent flat roofs, pitched roofs, and basements; sound a roof for integrity; clear an opening with hand tools; select, carry, deploy, and secure ground ladders for ventilation activities; deploy roof ladders on pitched roofs while secured to a ground ladder; and carry ventilation-related tools and equipment while ascending and descending ladders.</td>
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### 5.3.13 Overhaul a fire scene, given personal protective equipment, attack line, hand tools, a flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

(A) **Requisite Knowledge.** Types of fire attack lines and water application devices most effective for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, obvious signs of area of origin or signs of arson, and reasons for protection of fire scene.

(B) **Requisite Skills.** The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve obvious signs of area of origin and arson; and evaluate for complete extinguishment.

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<td>IFSTA – 8, 11, 16, 17, 18, 19</td>
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<td>J&amp;B – 9, 17, 19, 38</td>
<td>251, 552-553, 632-636, 1077-1083</td>
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### 5.3.14 Conserve property as a member of a team, given salvage tools and equipment and an assignment, so that the building and its contents are protected from further damage.

(A) **Requisite Knowledge.** The purpose of property conservation and its value to the public, methods used to protect property, types of and uses for salvage covers, operations at properties protected with automatic sprinklers, how to stop the flow of water from an automatic sprinkler head, identification of the main control valve on an automatic sprinkler system, and forcible entry issues related to salvage, and procedures for protecting possible areas of origin and potential evidence.

(B) **Requisite Skills.** The ability to cluster furniture; deploy covering materials; roll and fold salvage covers for reuse; construct water chutes and catch-alls; remove water; cover building openings, including doors, windows, floor openings, and roof openings; separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination; stop the flow of water from a sprinkler with sprinkler wedges or stoppers; and operate a main control valve on an automatic sprinkler system.

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<td>5.3.14</td>
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<td>J&amp;B – 12, 19, 37</td>
<td>349, 616-638, 1034, 1058</td>
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### 5.3.15 Connect a fire department pumper to a water supply as a member of a team, given supply or intake hose, hose tools, and a fire hydrant or static water source, so that connections are tight and water flow is unobstructed.

**(A) Requisite Knowledge.** Loading and off-loading procedures for mobile water supply apparatus; fire hydrant operation; and suitable static water supply sources, procedures, and protocol for connecting to various water sources.

**(B) Requisite Skills.** The ability to hand lay a supply hose, connect and place hard suction hose for drafting operations, deploy portable water tanks as well as the equipment necessary to transfer water between and draft from them, make hydrant-to-pumper hose connections for forward and reverse lays, connect supply hose to a hydrant, and fully open and close the hydrant.

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### 5.3.16 Extinguish incipient Class A, Class B, and Class C fires, given a selection of portable fire extinguishers, so that the correct extinguisher is chosen, the fire is completely extinguished, and correct extinguisher-handling techniques are followed.

**(A) Requisite Knowledge.** The classifications of fire; the types of, rating systems for, and risks associated with each class of fire; and the operating methods of and limitations of portable extinguishers.

**(B) Requisite Skills.** The ability to operate portable fire extinguishers, approach fire with portable fire extinguishers, select an appropriate extinguisher based on the size and type of fire, and safely carry portable fire extinguishers.

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### 5.3.17 Illuminate the emergency scene, given fire service electrical equipment and an assignment, so that designated areas are illuminated and all equipment is operated within the manufacturer’s listed safety precautions.

**(A) Requisite Knowledge.** Safety principles and practices, power supply capacity and limitations, and light deployment methods.

**(B) Requisite Skills.** The ability to operate department power supply and lighting equipment, deploy cords and connectors, reset ground-fault interrupter (GFI) devices, and locate lights for best effect.

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| **5.3.18** Turn off building utilities, given tools and an assignment, so that the assignment is safely completed.  
  **(A) Requisite Knowledge.** Properties, principles, and safety concerns for electricity, gas, and water systems; utility disconnect methods and associated dangers; and use of required safety equipment.  
  **(B) Requisite Skills.** The ability to identify utility control devices, operate control valves or switches, and assess for related hazards. | IFSTA – 17 | 1020-1027, 1086  
| **5.3.19** Combat a ground cover fire operating as a member of a team, given protective clothing, SCBA if needed, hose lines, extinguishers or hand tools, and an assignment, so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted, and the assignment is completed.  
  **(A) Requisite Knowledge.** Types of ground cover fires, parts of ground cover fires, methods to contain or suppress, and safety principles and practices.  
  **(B) Requisite Skills.** The ability to determine exposure threats based on fire spread potential, protect exposures, construct a fire line or extinguish with hand tools, maintain integrity of established fire lines, and suppress ground cover fires using water. | IFSTA – 17 | 1049-1057, 1097  
  J&B – 21 | 662-673 |
| **5.3.20** Tie a knot appropriate for hoisting tools, given personal protective equipment, tools, ropes and an assignment, so that the knots used are appropriate for hoisting tools securely and as directed.  
  **(A) Requisite Knowledge.** Knot types and usage; the difference between life safety and utility rope; reasons for placing rope out of service; the types of knots to use for given tools, ropes, or situations; hoisting methods for tools and equipment; using rope to support response activities.  
  **(B) Requisite Skills.** The ability to hoist tools using specific knots based on the type of tool. | IFSTA – 8 | 376-416  
  J&B – 10 | 260-293 |
<p>| <strong>5.5 Preparedness and Maintenance:</strong> This duty shall involve performing activities that reduce the loss of life and property due to fire through response readiness, according to the JPRs in 5.5.1 and 5.5.2. | | |</p>
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| **5.5.1** Clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment, and hand tools, given cleaning tools, cleaning supplies, and an assignment, so that equipment is clean and maintained according to manufacturer’s or departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.  
**A) Requisite Knowledge.** Types of cleaning methods for various tools and equipment, correct use of cleaning solvents, and manufacturer’s or departmental guidelines for cleaning equipment and tools.  
**B) Requisite Skills.** The ability to select correct tools for various parts and pieces of equipment, follow guidelines, and complete recording and reporting procedures. | IFSTA – 6, 7, 8, 11, 12, 15, 16, 18 | 277-280, 295-296, 303-311, 326-327, 357-358, 376-381, 397-398, 593-596, 624-626, 663-666, 690-691 |
| **5.5.2** Clean, inspect, and return fire hose to service, given washing equipment, water, detergent, tools, and replacement gaskets, so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service.  
**A) Requisite Knowledge.** Departmental procedures for noting a defective hose and removing it from service, cleaning methods, and hose rolls and loads.  
**B) Requisite Skills.** The ability to clean different types of hose, operate hose washing and drying equipment, mark defective hose, and replace coupling gaskets, roll hose, and reload hose. | IFSTA – 15  
J&B – 16, 17 | 825-835, 844-866, 879-908  
J&B – 16, 17 | 512-519, 522-532, 543-544, 554-558, 560, 568 |
### JPR’s Requirements and Study Hints

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<td><strong>4.1 General</strong></td>
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<td><strong>4.1.1 Introduction</strong></td>
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<td><strong>4.1.1.1 Awareness</strong> level personnel shall be persons who, in the course of their normal duties, could encounter an emergency involving hazardous materials/weapons of mass destruction (WMD) and who are expected to recognize the presence of the hazardous materials/WMD, protect themselves, call for trained personnel, and secure the area.</td>
<td>J&amp;B – 28</td>
<td>869-871</td>
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<td><strong>4.1.1.2 Awareness</strong> level personnel shall be trained to meet all competencies of this chapter.</td>
<td>J&amp;B – 28</td>
<td>869-871</td>
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<td><strong>4.1.1.3 Awareness</strong> level personnel shall receive additional training to meet applicable governmental occupational health and safety regulations.</td>
<td>J&amp;B – 28</td>
<td>869-871</td>
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<td><strong>4.1.2 Goal</strong></td>
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<td><strong>4.1.2.1 The goal of the competencies at the awareness level shall be to provide personnel already on the scene of a hazardous materials/WMD incident with the knowledge and skills to perform the tasks in 4.1.2.2 safely and effectively.</strong></td>
<td>J&amp;B – 28, 29, 30, 31</td>
<td>868-874, 880-894, 902-917, 924-930</td>
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<td><strong>4.1.2.2 When already on the scene of a hazardous materials/WMD incident, the awareness level personnel shall be able to perform the following tasks:</strong></td>
<td>J&amp;B – 28, 29, 30, 31</td>
<td>868-874, 880-894, 902-917, 924-930</td>
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<td><strong>(1) Analyze the incident to determine both the hazardous material/WMD present and the basic hazard and response information for each hazardous material/WMD agent by completing the following tasks:</strong></td>
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<td>(a) Detect the presence of hazardous materials/WMD.</td>
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<td>(b) Survey a hazardous materials/WMD incident from a safe location to identify the name, UN/NA identification number, type of placard, or other distinctive marking applied for the hazardous materials/WMD involved.</td>
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<td>(c) Collect hazard information from the current edition of the DOT Emergency Response Guidebook.</td>
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<td>(2) Implement actions consistent with the emergency response plan, the standard operating procedures, and the current edition of the DOT Emergency Response Guidebook by completing the following tasks:**</td>
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<td>(a) Initiate protective actions.</td>
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<td>(b) Initiate the notification process.</td>
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<td><strong>4.2 Competencies — Analyzing the Incident</strong></td>
<td>IFSTA – 23, 24</td>
<td>1300-1301, 1326-1405, 1416-1421</td>
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<td>examples of various situations, awareness level personnel shall</td>
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<td>identify those situations where hazardous materials/WMD are</td>
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<td>present and shall meet the following requirements:</td>
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<td>4.2.1(1) Identify the definitions of both hazardous material (or</td>
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<td>dangerous goods, in Canada) and WMD.</td>
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<td>4.2.1(2) Identify the UN/DOT hazard classes and divisions of</td>
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<td>hazardous materials/WMD and identify common examples of</td>
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<td>materials in each hazard class or division.</td>
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<td>4.2.1(3) Identify the primary hazards associated with each</td>
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<td>UN/DOT hazard class and division.</td>
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<td>4.2.1(4) Identify the difference between hazardous materials/WMD</td>
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<td>incidents and other emergencies.</td>
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<td>4.2.1(5) Identify typical occupancies and locations in the</td>
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<td>community where hazardous materials/WMD are manufactured,</td>
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<td>transported, stored, used, or disposed of.</td>
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<td>4.2.1(6) Identify typical container shapes that can indicate the</td>
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<td>presence of hazardous materials/WMD.</td>
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<td>4.2.1(7) Identify facility and transportation markings and</td>
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<td>colors that indicate hazardous materials/WMD, including the</td>
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<td>following:</td>
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<td>(a) Transportation markings, including UN/NA identification</td>
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<td>number marks, marine pollutant mark, elevated temperature (HOT)</td>
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<td>mark, commodity marking, and inhalation hazard mark</td>
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<td>(b) NFPA 704, Standard System for the Identification of the</td>
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<td>Hazards of Materials for Emergency Response, markings</td>
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<td>(c) Military hazardous materials/WMD markings</td>
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<td>(d) Special hazard communication markings for each hazard class</td>
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<td>(e) Pipeline markings</td>
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<td>(f) Container markings</td>
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<td>4.2.1(8) Given an NFPA 704 marking, describe the significance of</td>
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<td>the colors, numbers, and special symbols.</td>
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<td>4.2.1(9) Identify U.S. and Canadian placards and labels that</td>
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<tr>
<td>indicate hazardous materials/WMD.</td>
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</table>
4.2.1(10) Identify the following basic information on material safety data sheets (MSDS) and shipping papers for hazardous materials:
   (a) Identify where to find MSDS.
   (b) Identify major sections of an MSDS.
   (c) Identify the entries on shipping papers that indicate the presence of hazardous materials.
   (d) Match the name of the shipping papers found in transportation (air, highway, rail, and water) with the mode of transportation.
   (e) Identify the person responsible for having the shipping papers in each mode of transportation.
   (f) Identify where the shipping papers are found in each mode of transportation.
   (g) Identify where the papers can be found in an emergency in each mode of transportation.

4.2.1(11) Identify examples of clues (other than occupancy/location, container shape, markings/color, placards/labels, MSDS, and shipping papers) the sight, sound, and odor of which indicate hazardous materials/WMD.

4.2.1(12) Describe the limitations of using the senses in determining the presence or absence of hazardous materials/WMD.

4.2.1(13) Identify at least four types of locations that could be targets for criminal or terrorist activity using hazardous materials/WMD.

4.2.1(14) Describe the difference between a chemical and a biological incident.

4.2.1(15) Identify at least four indicators of possible criminal or terrorist activity involving chemical agents.

4.2.1(16) Identify at least four indicators of possible criminal or terrorist activity involving biological agents.

4.2.1(17) Identify at least four indicators of possible criminal or terrorist activity involving radiological agents.

4.2.1(18) Identify at least four indicators of possible criminal or terrorist activity involving illicit laboratories (clandestine laboratories, weapons lab, ricin lab).

4.2.1(19) Identify at least four indicators of possible criminal or terrorist activity involving explosives.

4.2.1(20) Identify at least four indicators of secondary devices.

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</table>
| **4.2.2 Surveying Hazardous Materials/WMD Incidents.** Given examples of hazardous materials/WMD incidents, awareness level personnel shall, from a safe location, identify the hazardous material(s)/WMD involved in each situation by name, UN/NA identification number, or type placard applied and shall meet the following requirements:  
**4.2.2(1)** Identify difficulties encountered in determining the specific names of hazardous materials/WMD at facilities and in transportation.  
**4.2.2(2)** Identify sources for obtaining the names of, UN/NA identification numbers for, or types of placard associated with hazardous materials/WMD in transportation.  
**4.2.2(3)** Identify sources for obtaining the names of hazardous materials/WMD at a facility. | IFSTA – 23 | 1326-1379   |
|                                                                      | J&B – 30   | 910-914     |
|                                                                      |            |             |
| **4.2.3 Collecting Hazard Information.** Given the identity of various hazardous materials/WMD (name, UN/NA identification number, or type placard), awareness level personnel shall identify the fire, explosion, and health hazard information for each material by using the current edition of the DOT Emergency Response Guidebook and shall meet the following requirements:  
**4.2.3(1)** Identify the three methods for determining the guidebook page for a hazardous material/WMD.  
**4.2.3(2)** Identify the two general types of hazards found on each guidebook page. | IFSTA – 24 | 1431-1440,  |
|                                                                      |            | 1501-1503   |
|                                                                      | J&B – 30,  | 912-915, 924|
|                                                                      | 31         |             |
| **4.4 Competencies – Implementing the Planned Response.**             |            |             |
| **4.4.1 Initiating Protective Actions.** Given examples of hazardous materials/WMD incidents, the emergency response plan, the standard operating procedures, and the current edition of the DOT Emergency Response Guidebook, awareness level personnel shall be able to identify the actions to be taken to protect themselves and others and to control access to the scene and shall meet the following requirements:  
**4.4.1(1)** Identify the location of both the emergency response plan and/or standard operating procedures.  
**4.4.1(2)** Identify the role of the awareness level personnel during hazardous materials/WMD incidents. | IFSTA – 23, | 1301-1312,  |
|                                                                      | 24         | 1413-1421,  |
|                                                                      |            | 1431-1440,  |
|                                                                      |            | 1466-1470,  |
|                                                                      |            | 1478-1481,  |
|                                                                      |            | 1495, 1501- |
|                                                                      |            | 1503        |
|                                                                      | J&B – 28,  | 870-874,    |
|                                                                      | 31, 32     | 924-930,    |
|                                                                      |            | 936-955,    |
|                                                                      |            | 962-963     |
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<td>J&amp;B – 28, 31, 32</td>
<td>870-874, 924-930, 936-955, 962-963</td>
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</table>

#### 4.4.1(3) Identify the following basic precautions to be taken to protect themselves and others in hazardous materials/WMD incidents:

- **(a)** Identify the precautions necessary when providing emergency medical care to victims of hazardous materials/WMD incidents.
- **(b)** Identify typical ignition sources found at the scene of hazardous materials/WMD incidents.
- **(c)** Identify the ways hazardous materials/WMD are harmful to people, the environment, and property.
- **(d)** Identify the general routes of entry for human exposure to hazardous materials/WMD.

#### 4.4.1(4) Given examples of hazardous materials/WMD and the identity of each hazardous material/WMD (name, UN/NA identification number, or type placard), identify the following response information:

- **(a)** Emergency action (fire, spill, or leak and first aid)
- **(b)** Personal protective equipment necessary
- **(c)** Initial isolation and protective action distances

#### 4.4.1(5) Given the name of a hazardous material, identify the recommended personal protective equipment from the following list

- **(a)** Street clothing and work uniforms
- **(b)** Structural fire-fighting protective clothing
- **(c)** Positive pressure self-contained breathing apparatus
- **(d)** Chemical-protective clothing and equipment

#### 4.4.1(6) Identify the definitions for each of the following protective actions:

- **(a)** Isolation of the hazard area and denial of entry
- **(b)** Evacuation
- **(c)** Sheltering in-place

#### 4.4.1(7) Identify the size and shape of recommended initial isolation and protective action zones.

#### 4.4.1(8) Describe the difference between small and large spills as found in the Table of Initial Isolation and Protective Action Distances in the DOT Emergency Response Guidebook.

#### 4.4.1(9) Identify the circumstances under which the following distances are used at a hazardous materials / WMD incidents:

- **(a)** Table of Initial Isolation and Protective Action Distances
- **(b)** Isolation distances in the numbered guides
### JPR’s

| **4.4.1(10)** | Describe the difference between the isolation distances on the orange-bordered guidebook and the protective action distances on the green-bordered ERG (Emergency Response Guidebook) pages. | IFSTA – 23, 24 | 1301-1312, 1413-1421, 1431-1440, 1466-1470, 1478-1481, 1495, 1501-1503 |
| **4.4.1(11)** | Identify the techniques used to isolate the hazard area and deny entry to unauthorized persons at hazardous materials/WMD incidents. | J&B – 28, 31, 32 | 870-874, 924-930, 936-955, 962-963 |
| **4.4.1(12)** | Identify at least four specific actions necessary when an incident is suspected to involve criminal or terrorist activity. | J&B – 28, 31, 32 | 870-874, 924-930, 936-955, 962-963 |

### 4.4.2 Initiating the Notification Process.

*Given scenarios involving hazardous materials/WMD incidents, awareness level personnel shall identify the initial notifications to be made and how to make them, consistent with the emergency response plan and/or standard operating procedures.*

| IFSTA – 24 | 1470-1471 |
| J&B – 31 | 924-926 |

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**Self-Study, Written, and Practical Skills Requirements and Study Hints**

**NFPA 472, Current Edition – First Responder – OPERATIONS**

<p>| <strong>5.1 General</strong> |  |
| <strong>5.1.1</strong> | The operations level responder shall be that person who responds to hazardous materials/weapons of mass destruction (WMD) incidents for the purpose of protecting nearby persons, the environment, or property from the effects of the release. | J&amp;B – 28 | 868-869 |
| <strong>5.1.2</strong> | The operations level responder shall be trained to meet all competencies at the awareness level (4) and the competencies of this chapter. | J&amp;B – 28 | 869-871 |
| <strong>5.1.3</strong> | The operations level responder shall receive additional training to meet applicable governmental occupational health and safety regulations. | J&amp;B – 28 | 870-871 |
| <strong>5.1.2 Goal.</strong> |  |
| <strong>5.1.2.1</strong> | The goal of the competencies at this level shall be to provide operations level responders with the knowledge and skills to perform the core competencies in 5.1.2.2 safely. | J&amp;B – 28 | 870-871 |</p>
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<tr>
<td>5.1.2.2(1) When responding to hazardous materials/WMD incidents, operations level responders shall be able to perform the following tasks:</td>
<td>J&amp;B – 30, 31</td>
<td>902-903, 910, 915, 925-930</td>
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<td>(1) Analyze a hazardous materials/WMD incident to determine the scope of the problem and potential outcomes by completing the following tasks:</td>
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<tr>
<td>(a) Survey a hazardous materials/WMD incident to identify the containers and materials involved, determine whether hazardous materials/WMD have been released, and evaluate the surrounding conditions.</td>
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<td>(b) Collect hazard and response information from MSDS; CHEMTREC/CANUTE/SETIQ; local, state, and federal authorities; and shipper/manufacturer contacts.</td>
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<td>(c) Predict the likely behavior of a hazardous material/WMD and its container.</td>
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<td>(d) Estimate the potential harm at a hazardous materials/WMD incident.</td>
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<td>5.1.2.2(2) Plan an initial response to a hazardous materials/WMD incident within the capabilities and competencies of available personnel and personal protective equipment by completing the following tasks:</td>
<td>J&amp;B – 30, 31</td>
<td>902-903, 910, 915, 925-930</td>
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<td>(a) Describe the response objectives for the hazardous materials/WMD incident.</td>
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<td>(b) Describe the response options available for each objective.</td>
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<td>(c) Determine whether the personal protective equipment provided is appropriate for implementing each option.</td>
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<td>(d) Describe emergency decontamination procedures.</td>
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<td>(e) Develop a plan of action, including safety considerations.</td>
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</table>
5.1.2.2(3) Implement the planned response for a hazardous materials/WMD incident to favorably change the outcomes consistent with the emergency response plan and/or standard operating procedures by completing the following tasks:
   (a) Establish and enforce scene control procedures, including control zones, emergency decontamination, and communications.
   (b) Where criminal or terrorist acts are suspected, establish means of evidence preservation.
   (c) Initiate an incident command system (ICS) for hazardous materials/WMD incidents.
   (d) Perform tasks assigned as identified in the incident action plan.
   (e) Demonstrate emergency decontamination.

5.1.2.2(4) Evaluate the progress of the actions taken at a hazardous materials/WMD incident to ensure that the response objectives are being met safely, effectively, and efficiently by completing the following tasks:
   (a) Evaluate the status of the actions taken in accomplishing the response objectives.
   (b) Communicate the status of the planned response.

5.2.1 Surveying Hazardous Materials/WMD Incidents.
Given scenarios involving hazardous materials/WMD incidents, the operations level responder shall survey the incident to identify the containers and materials involved, determine whether hazardous materials/WMD have been released, and evaluate the surrounding conditions and shall meet the requirements of 5.2.1.1 through 5.2.1.6.

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<td>J&amp;B – 30, 31 J&amp;B – 30, 31</td>
<td>902-903, 910, 915, 925 902-903, 910, 915, 925-930-930</td>
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<td>5.2.1.1</td>
<td>IFSTA – 23, 24 J&amp;B – 30</td>
<td>1326-1376, 1421-1427 902</td>
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<td>5.2.1.1.1</td>
<td>IFSTA – 23 J&amp;B – 30</td>
<td>1326-1376 903-910, 915-916</td>
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<td>5.2.1.1.1</td>
<td>IFSTA – 23 J&amp;B – 30</td>
<td>1326-1376 907-910</td>
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<td><strong>5.2.1.1.2</strong> Given examples of the following intermodal tanks, the operations level responder shall identify each intermodal tank by type, as follows:</td>
<td>IFSTA – 23</td>
<td>1326-1376</td>
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<tr>
<td>(1) Nonpressure intermodal tanks</td>
<td>J&amp;B – 30</td>
<td>907-910</td>
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<tr>
<td>(2) Pressure intermodal tanks</td>
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<td>(3) Specialized intermodal tanks, including the following:</td>
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<td>(a) Cryogenic intermodal tanks</td>
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<td>(b) Tube modules</td>
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<td><strong>5.2.1.1.3</strong> Given examples of the following cargo tanks, the operations level responder shall identify each cargo tank by type, as follows:</td>
<td>IFSTA – 23</td>
<td>1326-1376</td>
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<td>(1) Compressed gas tube trailers</td>
<td>J&amp;B – 30</td>
<td>906-908</td>
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<tr>
<td>(2) Corrosive liquid tanks</td>
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<td>(3) Cryogenic liquid tanks</td>
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<td>(4) Dry bulk cargo tanks</td>
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<td>(5) High pressure tanks</td>
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<td>(6) Low pressure chemical tanks</td>
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<td>(7) Nonpressure liquid tanks</td>
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<td><strong>5.2.1.1.4</strong> Given examples of the following storage tanks, the operations level responder shall identify each tank by type, as follows:</td>
<td>IFSTA – 23</td>
<td>1326-1376</td>
</tr>
<tr>
<td>(1) Cryogenic liquid tank</td>
<td>J&amp;B – 30</td>
<td>906-908</td>
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<tr>
<td>(2) Nonpressure tank</td>
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<tr>
<td>(3) Pressure tank</td>
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<td><strong>5.2.1.1.5</strong> Given examples of the following nonbulk packaging, the operations level responder shall identify each package by type, as follows:</td>
<td>IFSTA – 23</td>
<td>1326-1376</td>
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<td>(1) Bags</td>
<td>J&amp;B – 30</td>
<td>904-906</td>
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<td>(2) Carboys</td>
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<td>(3) Cylinders</td>
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<td>(4) Drums</td>
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<td>(5) Dewar flask (cryogenic liquids)</td>
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<td><strong>5.2.1.1.6</strong> Given examples of the following radioactive material packages, the operations level responder shall identify the characteristics of each container or package by type, as follows:</td>
<td>IFSTA – 23</td>
<td>1326-1376</td>
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<tr>
<td>(1) Excepted</td>
<td>J&amp;B – 30</td>
<td>903-904</td>
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<td>(2) Industrial</td>
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<td>(3) Type A</td>
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<td>(4) Type B</td>
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<td>(5) Type C</td>
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<td><strong>5.2.1.2</strong> Given examples of containers, the operations level responder shall identify the markings that differentiate one container from another.</td>
<td>IFSTA – 23</td>
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<td>J&amp;B – 30</td>
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| **5.2.1.2.1** Given examples of the following marked transport vehicles and their corresponding shipping papers, the operations level responder shall identify the following vehicle or tank identification marking:  
(1) Highway transport vehicles, including cargo tanks  
(2) Intermodal equipment, including tank containers  
(3) Rail transport vehicles, including tank cars | IFSTA – 23  
J&B – 30 | 1326-1376  
907-910 |
| **5.2.1.2.2** Given examples of facility containers, the operations level responder shall identify the markings indicating container size, product contained, and/or site identification numbers. | IFSTA – 23  
J&B – 30 | 1326-1376  
903 |
| **5.2.1.3** Given examples of hazardous materials incidents, the operations level responder shall identify the name(s) of the hazardous material(s) in 5.2.1.3.1 through 5.2.1.3.3. | IFSTA – 23  
J&B – 30 | 1326-1376  
903 |
| **5.2.1.3.1** The operations level responder shall identify the following information on a pipeline marker:  
(1) Emergency telephone number  
(2) Owner  
(3) Product | IFSTA – 23  
J&B – 30 | 1326-1376  
910 |
| **5.2.1.3.2** Given a pesticide label, the operations level responder shall identify each of the following pieces of information, then match the piece of information to its significance in surveying hazardous materials incidents:  
(1) Active ingredient  
(2) Hazard statement  
(3) Name of pesticide  
(4) Pest control product (PCP) number (in Canada)  
(5) Precautionary statement  
(6) Signal word | IFSTA – 23  
J&B – 30 | 1326-1376  
905 |
| **5.2.1.3.3** Given a label for a radioactive material, the operations level responder shall identify the type or category of label, contents, activity, transport index, and criticality safety index as applicable. | IFSTA – 23  
J&B – 30 | 1326-1376  
915-916 |
| **5.2.1.4** The operations level responder shall identify and list the surrounding conditions that should be noted when a hazardous materials/WMD incident is surveyed. | IFSTA – 24  
J&B – 31 | 1421-1429  
925-926 |
| **5.2.1.5** The operations level responder shall give examples of ways to verify information obtained from the survey of a hazardous materials/WMD incident. | IFSTA – 23  
J&B – 30 | 1431-1440  
914 |
| **5.2.1.6** The operations level responder shall identify at least three additional hazards that could be associated with an incident involving terrorist or criminal activities. | IFSTA – 23  
J&B – 30 | 1383-1390  
916 |
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<td>5.2.2 Collecting Hazard and Response Information. Given scenarios involving known hazardous materials/WMD, the operations level responder shall collect hazard and response information using MSDS, CHEMTREC/ CANUTEC/ SETIQ, governmental authorities, and shippers and manufacturers and shall meet the following requirements:</td>
<td>IFSTA – 23, 24</td>
<td>1301-1312, 1326-1329, 1416-1421, 1440-1442, 1470-1471</td>
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<tr>
<td>5.2.2(1) Match the definitions associated with the UN/DOT hazard classes and divisions of hazardous materials/WMD, including refrigerated liquefied gases and cryogenic liquids, with the class or division.</td>
<td>J&amp;B – 29, 30</td>
<td>887, 911-915</td>
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<tr>
<td>5.2.2(2) Identify two ways to obtain an MSDS in an emergency.</td>
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<td>5.2.2(3) Using an MSDS for a specified material, identify the following hazard and response information:</td>
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<tr>
<td>(a) Physical and chemical characteristics</td>
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<td>(b) Physical hazards of the material</td>
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<td>(c) Health hazards of the material</td>
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<td>(d) Signs and symptoms of exposure</td>
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<td>(e) Routes of entry</td>
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<td>(f) Permissible exposure limits</td>
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<td>(g) Responsible party contact</td>
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<tr>
<td>(h) Precautions for safe handling (including hygiene practices, protective measures, and procedures for cleanup of spills and leaks)</td>
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<tr>
<td>(i) Applicable control measures, including personal protective equipment</td>
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<tr>
<td>(j) Emergency and first-aid procedures</td>
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<td><strong>5.2.2(4) Identify the following:</strong></td>
<td>IFSTA – 23,</td>
<td>1301-1312,</td>
</tr>
<tr>
<td>(a) Type of assistance provided by CHEMTREC/CANUTEC/SETIQ and</td>
<td>24</td>
<td>1326-1329,</td>
</tr>
<tr>
<td>governmental authorities</td>
<td></td>
<td>1416-1421,</td>
</tr>
<tr>
<td>(b) Procedure for contacting CHEMTREC/CANUTEC/SETIQ and governmental</td>
<td>IFSTA – 23,</td>
<td>1440-1442,</td>
</tr>
<tr>
<td>governmental authorities</td>
<td>24</td>
<td>1470-1471</td>
</tr>
<tr>
<td>(c) Information to be furnished to CHEMTREC/CANUTEC/SETIQ and</td>
<td>J&amp;B – 29,</td>
<td>887, 911-915</td>
</tr>
<tr>
<td>governmental authorities</td>
<td>30</td>
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<tr>
<td>**5.2.2(5) Identify two methods of contacting the manufacturer or</td>
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<td>shipper to obtain hazard and response information.</td>
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<td>**5.2.2(6) Identify the type of assistance provided by governmental</td>
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<tr>
<td>authorities with respect to criminal or terrorist activities</td>
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<td>involving the release or potential release of hazardous materials/WMD.</td>
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<tr>
<td>**5.2.2(7) Identify the procedure for contacting local, state, and</td>
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<tr>
<td>federal authorities as specified in the emergency response plan and/or</td>
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<tr>
<td>standard operating procedures.</td>
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<td>**5.2.2(8) Describe the properties and characteristics of the</td>
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<td>following:</td>
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<tr>
<td>(a) Alpha radiation</td>
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<td>(b) Beta radiation</td>
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<tr>
<td>(c) Gamma radiation</td>
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<tr>
<td>(d) Neutron radiation</td>
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<tr>
<td><strong>5.2.3 Predicting the Likely Behavior of a Material and Its Container</strong></td>
<td>IFSTA – 23,</td>
<td>1301-1326,</td>
</tr>
<tr>
<td>Given scenarios involving hazardous materials/WMD incidents, each</td>
<td>24</td>
<td>1383-1390,</td>
</tr>
<tr>
<td>with a single hazardous material/WMD, the operations level respondent</td>
<td></td>
<td>1481-1485</td>
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<tr>
<td>shall predict the likely behavior of the material or agent and its</td>
<td>J&amp;B – 29,</td>
<td>880-894</td>
</tr>
<tr>
<td>container and shall meet the following requirements:</td>
<td>30</td>
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<tr>
<td>**5.2.3(1) Interpret the hazard and response information obtained</td>
<td></td>
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<tr>
<td>from the current edition of the DOT Emergency Response Guidebook,</td>
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<tr>
<td>MSDS, CHEMTREC/ CANUTEC/ SETIQ, governmental authorities, and shipper</td>
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<td>and manufacturer contacts, as follows:</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>(a) Match the following chemical and physical properties with their significance and impact on the behavior of the container and its contents:</td>
<td></td>
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<tr>
<td>i. Boiling point</td>
<td>IFSTA – 23, 24</td>
<td>1301-1326, 1383-1390, 1481-1485</td>
</tr>
<tr>
<td>ii. Chemical reactivity</td>
<td></td>
<td></td>
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<tr>
<td>iii. Corrosivity (pH)</td>
<td>J&amp;B – 29</td>
<td>880-894</td>
</tr>
<tr>
<td>iv. Flammable (explosive) range [lower explosive limit (LEL) and upper explosive limit (UEL)]</td>
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<tr>
<td>v. Flash point</td>
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<td></td>
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<td>vi. Ignition (autoignition) temperature</td>
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<td></td>
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<tr>
<td>vii. Particle size</td>
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<tr>
<td>viii. Persistence</td>
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<td>ix. Physical state (solid, liquid, gas)</td>
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<tr>
<td>x. Radiation (ionizing and non-ionizing)</td>
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<tr>
<td>xi. Specific gravity</td>
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<td></td>
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<tr>
<td>xii. Toxic products of combustion</td>
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<tr>
<td>xiii. Vapor density</td>
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<tr>
<td>xiv. Vapor pressure</td>
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<tr>
<td>xv. Water solubility</td>
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<tr>
<td>(b) Identify the differences between the following terms:</td>
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</tr>
<tr>
<td>i. Contamination and secondary contamination</td>
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<tr>
<td>ii. Exposure and contamination</td>
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<td>iii. Exposure and hazard</td>
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<tr>
<td>iv. Infectious and contagious</td>
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<tr>
<td>v. Acute effects and chronic effects</td>
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<td></td>
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<tr>
<td>vi. Acute exposures and chronic exposures</td>
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</tbody>
</table>

5.2.3(2) Identify three types of stress that can cause a container system to release its contents.
5.2.3(3) Identify five ways in which containers can breach.
5.2.3(4) Identify four ways in which containers can release their contents.
5.2.3(5) Identify at least four dispersion patterns that can be created upon release of a hazardous material.
5.2.3(6) Identify the time frames for estimating the duration that hazardous materials/WMD will present an exposure risk.
5.2.3(7) Identify the health and physical hazards that could cause harm.
### JPR’s

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<tr>
<td><strong>5.2.3(8)</strong> Identify the health hazards associated with the</td>
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<tr>
<td>following terms:</td>
<td></td>
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<tr>
<td>(a) Alpha, beta, gamma, and neutron radiation</td>
<td>IFSTA – 23,</td>
<td>1301-1326,</td>
</tr>
<tr>
<td>(b) Asphyxiants</td>
<td>24</td>
<td>1383-1390,</td>
</tr>
<tr>
<td>(c) Carcinogen</td>
<td></td>
<td>1481-1485</td>
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<tr>
<td>(d) Convulsant</td>
<td>J&amp;B – 29</td>
<td>880-894</td>
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<tr>
<td>(e) Corrosive</td>
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<td>(f) Highly toxic</td>
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<td>(g) Irritant</td>
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<td>(h) Sensitizer, allergen</td>
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<td>(i) Target organ effects</td>
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<tr>
<td>(j) Toxic</td>
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</tbody>
</table>

**5.2.3(9)** Given the following, identify the corresponding UN/DOT hazard class and division:

(a) Blood agents
(b) Biological agents and biological toxins
(c) Choking agents
(d) Irritants (riot control agents)
(e) Nerve agents
(f) Radiological materials
(g) Vesicants (blister agents)

| **5.2.4 Estimating Potential Harm.** Given scenarios involving       | IFSTA – 23,     | 1379-1383,    |
| hazardous materials/WMD incidents, the operations level             |                 | 1421-1427,    |
| responder shall estimate the potential harm within the              | IFSTA – 23,     | 1471-1479     |
| endangered area at each incident and shall meet the following      | J&B – 29,       | 887, 928, 962 |
| requirements:                                                      | 31, 33          |               |
| **5.2.4(1)** Identify a resource for determining the size of an     |                 |               |
| endangered area of a hazardous materials/WMD incident.             |                 |               |
| **5.2.4(2)** Given the dimensions of the endangered area and the    |                 |               |
| surrounding conditions at a hazardous materials/WMD incident,      |                 |               |
| estimate the number and type of exposures within that               |                 |               |
| endangered area.                                                   |                 |               |
| **5.2.4(3)** Identify resources available for determining the       |                 |               |
| concentrations of a released hazardous material/WMD within an       |                 |               |
| endangered area.                                                   |                 |               |
| **5.2.4(4)** Given the concentrations of the released material,     |                 |               |
| identify the factors for determining the extent of physical,        |                 |               |
| health, and safety hazards within the endangered area of a          |                 |               |
| hazardous materials/WMD incident.                                   |                 |               |
| **5.2.4(5)** Describe the impact that time, distance, and shielding |                 |               |
| have on exposure to radioactive materials specific to the           |                 |               |
| expected dose rate.                                                |                 |               |
### 5.3.1 Describing Response Objectives

Given at least two scenarios involving hazardous materials/WMD incidents, the operations level responder shall describe the response objectives for each example and shall meet the following requirements:

- **5.3.1(1)** Given an analysis of a hazardous materials/WMD incident and the exposures, determine the number of exposures that could be saved with the resources provided by the AHJ.
- **5.3.1(2)** Given an analysis of a hazardous materials/WMD incident, describe the steps for determining response objectives.
- **5.3.1(3)** Describe how to assess the risk to a responder for each hazard class in rescuing injured persons at a hazardous materials/WMD incident.
- **5.3.1(4)** Assess the potential for secondary attacks and devices at criminal or terrorist events.

### 5.3.2 Identifying Action Options

Given examples of hazardous materials/WMD incidents (facility and transportation), the operations level responder shall identify the options for each response objective and shall meet the following requirements:

- **5.3.2(1)** Identify the options to accomplish a given response objective.
- **5.3.2(2)** Describe the prioritization of emergency medical care and removal of victims from the hazard area relative to exposure and contamination concerns.

### 5.3.3 Determining Suitability of Personal Protective Equipment

Given examples of hazardous materials/WMD incidents, including the name of the hazardous material/WMD involved and the anticipated type of exposure, the operations level responder shall determine whether available personal protective equipment is applicable to performing assigned tasks and shall meet the following requirements:

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<tr>
<td><strong>5.3.1 Describing Response Objectives.</strong></td>
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<td></td>
<td>J&amp;B – 31</td>
<td>928-930</td>
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<tr>
<td><strong>5.3.2 Identifying Action Options.</strong></td>
<td>IFSTA – 23, 24</td>
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<td>J&amp;B – 31</td>
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<tr>
<td><strong>5.3.3 Determining Suitability of Personal Protective Equipment.</strong></td>
<td>IFSTA – 23</td>
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| **5.3.3(1)** Identify the respiratory protection required for a given response option and the following:  
  (a) Describe the advantages, limitations, uses, and operational components of the following types of respiratory protection at hazardous materials/WMD incidents:  
     i. Positive pressure self-contained breathing apparatus (SCBA)  
     ii. Positive pressure air-line respirator with required escape unit  
     iii. Closed-circuit SCBA  
     iv. Powered air-purifying respirator (PAPR)  
     v. Air-purifying respirator (APR)  
     vi. Particulate respirator  
  (b) Identify the required physical capabilities and limitations of personnel working in respiratory protection. | IFSTA – 23 | 1442-1454 |
|  | J&B – 32 | 936-953 |
| **5.3.3(2)** Identify the personal protective clothing required for a given option and the following:  
  (a) Identify skin contact hazards encountered at hazardous materials/WMD incidents.  
  (b) Identify the purpose, advantages, and limitations of the following types of protective clothing at hazardous materials/WMD incidents:  
     i. Chemical-protective clothing: liquid splash–protective clothing and vapor-protective clothing  
     ii. High temperature–protective clothing: proximity suit and entry suits  
     iii. Structural fire-fighting protective clothing | IFSTA – 23 | 1442-1454 |
|  | J&B – 32 | 936-953 |
| **5.3.4** Identifying Decontamination Issues. Given scenarios involving hazardous materials/WMD incidents, operations level responders shall identify when emergency decontamination is needed and shall meet the following requirements:  
  5.3.4(1) Identify ways that people, personal protective equipment, apparatus, tools, and equipment become contaminated.  
  5.3.4(2) Describe how the potential for secondary contamination determines the need for decontamination.  
  5.3.4(3) Explain the importance and limitations of decontamination procedures at hazardous materials incidents.  
  5.3.4(4) Identify the purpose of emergency decontamination procedures at hazardous materials incidents.  
  5.3.4(5) Identify the factors that should be considered in emergency decontamination.  
  5.3.4(6) Identify the advantages and limitations of emergency decontamination procedures. | IFSTA – 24 | 1481-1485, 1504 |
<p>|  | J&amp;B – 34 | 978-985 |</p>
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<tr>
<td><strong>5.4.1 Establishing and Enforcing Scene Control Procedures.</strong> Given two scenarios involving hazardous materials/WMD incidents, the operations level responder shall identify how to establish and enforce scene control, including control zones and emergency decontamination, and communications between responders and to the public and shall meet the following requirements:</td>
<td>IFSTA – 24</td>
<td>1478-1485</td>
</tr>
<tr>
<td>5.4.1(1) Identify the procedures for establishing scene control through control zones.</td>
<td>J&amp;B – 32, 33</td>
<td>954, 962-963</td>
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<tr>
<td>5.4.1(2) Identify the criteria for determining the locations of the control zones at hazardous materials/WMD incidents.</td>
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<td>5.4.1(3) Identify the basic techniques for the following protective actions at hazardous materials/WMD incidents:</td>
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<tr>
<td>(a) Evacuation</td>
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<td></td>
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<tr>
<td>(b) Sheltering-in-place</td>
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<td>5.4.1(4) Demonstrate the ability to perform emergency decontamination.</td>
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<td>5.4.1(5) Identify the items to be considered in a safety briefing prior to allowing personnel to work at the following:</td>
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<tr>
<td>(a) Hazardous material incidents</td>
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<tr>
<td>(b) Hazardous materials/WMD incidents involving criminal activities</td>
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<tr>
<td>5.4.1(6) Identify the procedures for ensuring coordinated communication between responders and to the public.</td>
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<td><strong>5.4.2 Preserving Evidence.</strong> Given two scenarios involving hazardous materials/WMD incidents, the operations level responder shall describe the process to preserve evidence as listed in the emergency response plan and/or standard operating procedures.</td>
<td>IFSTA – 24</td>
<td>1496</td>
</tr>
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<td></td>
<td>J&amp;B – 33</td>
<td>972</td>
</tr>
<tr>
<td><strong>5.4.3 Initiating the Incident Command System.</strong> Given scenarios involving hazardous materials/WMD incidents, the operations level responder shall initiate the incident command system specified in the emergency response plan and/or standard operating procedures and shall meet the following requirements:</td>
<td>IFSTA – 24</td>
<td>1413-1427, 1470-1477</td>
</tr>
<tr>
<td>5.4.3(1) Identify the role of the operations level responder during hazardous materials/WMD incidents as specified in the emergency response plan and/or standard operating procedures.</td>
<td>J&amp;B – 31</td>
<td>924-924, 930</td>
</tr>
<tr>
<td>5.4.3(2) Identify the levels of hazardous materials/WMD incidents as defined in the emergency response plan.</td>
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<tr>
<td>5.4.3(3) Identify the purpose, need, benefits, and elements of the incident command system for hazardous materials/WMD incidents.</td>
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</table>
| **5.4.3(4)** Identify the duties and responsibilities of the following functions within the incident management system:  
  (a) Incident safety officer  
  (b) Hazardous materials branch or group | IFSTA – 24 | 1413-1427, 1470-1477 |
| **5.4.3(5)** Identify the considerations for determining the location of the incident command post for a hazardous materials/WMD incident. | J&B – 31 | 924-924, 930 |
| **5.4.3(6)** Identify the procedures for requesting additional resources at a hazardous materials/WMD incident. |  |  |
| **5.4.3(7)** Describe the role and response objectives of other agencies that respond to hazardous materials/WMD incidents. |  |  |
| **5.4.4 Using Personal Protective Equipment**. The operations level responder shall describe considerations for the use of personal protective equipment provided by the AHJ, and shall meet the following requirements:  
  **5.4.4(1)** Identify the importance of the buddy system.  
  **5.4.4(2)** Identify the importance of the backup personnel.  
  **5.4.4(3)** Identify the safety precautions to be observed when approaching and working at hazardous materials/WMD incidents.  
  **5.4.4(4)** Identify the signs and symptoms of heat and cold stress and procedures for their control.  
  **5.4.4(5)** Identify the capabilities and limitations of personnel working in the personal protective equipment provided by the AHJ.  
  **5.4.4(6)** Identify the procedures for cleaning, disinfecting, and inspecting personal protective equipment provided by the AHJ.  
  **5.4.4(7)** Describe the maintenance, testing, inspection, and storage procedures for personal protective equipment provided by the AHJ according to the manufacturer's specifications and recommendations. | IFSTA – 24 | 1465-1466, 1471-1477 |
|  | J&B – 32 | 950-955 |
| **5.5.1 Evaluating the Status of Planned Response**. Given two scenarios involving hazardous materials/WMD incidents, including the incident action plan, the operations level responder shall evaluate the status of the actions taken in accomplishing the response objectives and shall meet the following requirements:  
  **5.5.1(1)** Identify the considerations for evaluating whether actions taken were effective in accomplishing the objectives.  
  **5.5.1(2)** Describe the circumstances under which it would be prudent to withdraw from a hazardous materials/WMD incident. | IFSTA – 24 | 1430-1431, 1471-1477 |
<p>|  | J&amp;B – 33 | 972 |</p>
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| **5.5.2 Communicating the Status of the Planned Response.**  Given two scenarios involving hazardous materials/WMD incidents, including the incident action plan, the operations level responder shall communicate the status of the planned response through the normal chain of command and shall meet the following requirements:  
5.5.2(1) Identify the methods for communicating the status of the planned response through the normal chain of command. 5.5.2(2) Identify the methods for immediate notification of the incident commander and other response personnel about critical emergency conditions at the incident. | IFSTA – 24 | 1430-1431, 1471-1477     |
| J&B – 32                                                                                                                              |            | 924-925                   |
| **6.2.3.1 Selecting Personal Protective Equipment.**  Given scenarios involving hazardous materials/WMD incidents with known and unknown hazardous materials/WMD, the operations level responder assigned to use personal protective equipment shall select the personal protective equipment required to support mission-specific tasks at hazardous materials/WMD incidents based on local procedures and shall meet the following requirements:  
6.2.3.1(1) Describe the types of protective clothing and equipment that are available for response based on NFPA standards and how these items relate to EPA levels of protection.  
6.2.3.1(2) Describe personal protective equipment options for the following hazards:  
  (a) Thermal  
  (b) Radiological  
  (c) Asphyxiating  
  (d) Chemical  
  (e) Etiological/biological  
  (f) Mechanical  
6.2.3.1(3) Select personal protective equipment for mission-specific tasks at hazardous materials/WMD incidents based on local procedures.  
  (a) Describe the following terms and explain their impact and significance on the selection of chemical-protective clothing:  
    i. Degradation  
    ii. Penetration  
    iii. Permeation  
  (b) Identify at least three indications of material degradation of chemical-protective clothing.  
  (c) Identify the different designs of vapor-protective and splash-protective clothing and describe the advantages and disadvantages of each type. | IFSTA – 24 | 1442-1461, 1481-1485     |
<p>| J&amp;B – 32                                                                                                                              |            | 936-955                   |</p>
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| (d) Identify the relative advantages and disadvantages of the following heat exchange units used for the cooling of personnel operating in personal protective equipment:  
  i. Air cooled  
  ii. Ice cooled  
  iii. Water cooled  
  iv. Phase change cooling technology | NFPA 472 Competencies located in Appendix |
| (e) Identify the physiological and psychological stresses that can affect users of personal protective equipment. | IFSTA – 24 1442-1461, 1481-1485 |
| (f) Describe local procedures for going through the technical decontamination process. | J&B – 32 936-955 |

**6.2.4.1 Using Protective Clothing and Respiratory Protection:** Given the personal protective equipment provided by the AHJ, the operations level responder assigned to use personal protective equipment shall demonstrate the ability to don, work in, and doff the equipment provided to support mission-specific tasks shall meet the following requirements:

1. Describe at least three safety procedures for personnel wearing protective clothing
2. Describe at least three emergency procedures for personnel wearing protective clothing
3. Demonstrate the ability to don, work in, and doff personal protective equipment provided by the AHJ
4. Demonstrate local procedures for responders undergoing the technical decontamination process
5. Describe the maintenance, testing, inspection, storage, and documentation procedures for personal protective equipment provided by the AHJ according to the manufacturer’s specification and recommendations

| | IFSTA – 24 | 1461-1466, 1471-1477, 1481-1485 |
| | J&B – 32 | 936-955 |

**6.2.5.1 Reporting and Documenting the Incident:** Given a scenario involving a hazardous materials/WMD incident, the operations level responder assigned to use personal protective equipment shall identify and complete the reporting and documentation requirements consistent with the emergency response plan or standard operating procedures regarding personal protective equipment.

| | IFSTA – 24 | 1465-1466 |
| | J&B – 31 | 924-930 |

**6.6.1.1.1** The operations level responder assigned to perform product control shall be that person, competent at the operations level, who is assigned to implement product control measures at hazardous materials/WMD incidents.

<p>| | J&amp;B – 28 | 868-869 |</p>
<table>
<thead>
<tr>
<th>JPR’s</th>
<th>Chapter(s)</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.6.1.1.2</strong> The operations level responder assigned to perform product control at hazardous materials/WMD incidents shall be trained to meet all competencies at the awareness level (4), all core competencies at the operations level (5), all mission-specific competencies for personal protective equipment (Section 6.2), and all competencies in this section.</td>
<td>J&amp;B – 28-33</td>
<td>870-871, 880-894, 902-916, 924-925, 936-955, 962-963</td>
</tr>
<tr>
<td><strong>6.6.1.1.3</strong> The operations level responder assigned to perform product control at hazardous materials/WMD incidents shall operate under the guidance of a hazardous materials technician, an allied professional, or standard operating procedures.</td>
<td>J&amp;B – 28</td>
<td>870-871</td>
</tr>
<tr>
<td><strong>6.6.1.1.4</strong> The operations level responder assigned to perform product control at hazardous materials/WMD incidents shall receive the additional training necessary to meet specific needs of the jurisdiction.</td>
<td>J&amp;B – 28</td>
<td>870-871</td>
</tr>
<tr>
<td><strong>6.6.1.2.1</strong> The goal of the competencies in this section shall be to provide the operations level responder assigned to product control at hazardous materials/WMD incidents with the knowledge and skills to perform the tasks in 6.6.1.2.2 safely and effectively.</td>
<td>J&amp;B – 28</td>
<td>870-871</td>
</tr>
<tr>
<td><strong>6.6.1.2.2</strong> When responding to hazardous materials/WMD incidents, the operations level responder assigned to perform product control shall be able to perform the following tasks:</td>
<td>J&amp;B – 28</td>
<td>870-871</td>
</tr>
</tbody>
</table>
| **6.6.1.2.2(1)** Plan an initial response within the capabilities and competencies of available personnel, personal protective equipment, and control equipment and in accordance with the emergency response plan or standard operating procedures by completing the following tasks:  
(a) Describe the control options available to the operations level responder.  
(b) Describe the control options available for flammable liquid and flammable gas incidents. | J&B – 28 | 870-871 |
| **6.6.1.2.2(2)** Implement the planned response to a hazardous materials/WMD incident. | | |
### 6.6.3.1 Identifying Control Options

Given examples of hazardous materials/WMD incidents, the operations level responder assigned to perform product control shall identify the options for each response objective and shall meet the following requirements as prescribed by the AHJ:

1. **6.6.3.1(1)** Identify the options to accomplish a given response objective.
2. **6.6.3.1(2)** Identify the purpose for and the procedures, equipment, and safety precautions associated with each of the following control techniques:
   - (a) Absorption
   - (b) Adsorption
   - (c) Damming
   - (d) Diking
   - (e) Dilution
   - (f) Diversion
   - (g) Remote valve shutoff
   - (h) Retention
   - (i) Vapor dispersion
   - (j) Vapor suppression

### 6.6.3.2 Selecting Personal Protective Equipment

The operations level responder assigned to perform product control shall select the personal protective equipment required to support product control at hazardous materials/WMD incidents based on local procedures (see Section 6.2).

### 6.6.4.1 Performing Control Options

Given an incident action plan for a hazardous materials/WMD incident, within the capabilities and equipment provided by the AHJ, the operations level responder assigned to perform product control shall demonstrate control functions set out in the plan and shall meet the following requirements as prescribed by the AHJ:

1. **6.6.4.1(1)** Using the type of special purpose or hazard suppressing foams or agents and foam equipment furnished by the AHJ, demonstrate the application of the foam(s) or agent(s) on a spill or fire involving hazardous materials/WMD.
<table>
<thead>
<tr>
<th>JPR’s</th>
<th>Chapter(s)</th>
<th>Page(s)</th>
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<tbody>
<tr>
<td><strong>6.6.4.1(2)</strong> Identify the characteristics and applicability of the following Class B foams if supplied by the AHJ:</td>
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<tr>
<td>(a) Aqueous film-forming foam (AFFF)</td>
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<tr>
<td>(b) Alcohol-resistant concentrates</td>
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<td>(c) Fluoroprotein</td>
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<td>(d) High-expansion foam</td>
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<td><strong>6.6.4.1(3)</strong> Given the required tools and equipment, demonstrate how to perform the following control activities:</td>
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<tr>
<td>(a) Absorption</td>
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<tr>
<td>(b) Adsorption</td>
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<tr>
<td>(c) Damming</td>
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<tr>
<td>(d) Diking</td>
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<td>(e) Dilution</td>
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<td>(g) Retention</td>
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<td>(h) Remote valve shutoff</td>
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<tr>
<td>(i) Vapor dispersion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j) Vapor suppression</td>
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<tr>
<td><strong>6.6.4.1(4)</strong> Identify the location and describe the use of emergency remote shutoff devices on MC/DOT-306/406, MC/DOT-307/407, and MC-331 cargo tanks containing flammable liquids or gases.</td>
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<tr>
<td><strong>6.6.4.1(5)</strong> Describe the use of emergency remote shutoff devices at fixed facilities.</td>
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<tr>
<td><strong>6.6.4.2</strong> The operations level responder assigned to perform product control shall describe local procedures for going through the technical decontamination process.</td>
<td>J&amp;B – 32</td>
<td>984-985</td>
</tr>
</tbody>
</table>
5.2.1.1.5 (5) Dewar flask (cryogenic liquids)

There are different designs of Dewar flasks, but all are vessels used to keep liquids at temperatures differing from that of the surrounding air. A Dewar flask consists of a double-walled flask, with the space between the two walls exhausted to a very high vacuum, to minimize transfer of heat by convection and conduction. The inner surfaces of the walls are silvered to reduce transfer of heat by radiation; areas of contact between the two walls are kept at a minimum to keep down conduction of heat. A simple thermos is an example of a Dewar flask.

5.2.1.1.6 (5) Type C

Type C radiological containers are not currently in use. They are theoretically designed for air transport.

5.2.3(1)(a)vii. Particle size

Particle size plays a role in the behavior of solid materials. Smaller particles tend to stay airborne for longer periods of time (for example, asbestos), while larger particles settle more quickly. Also, larger particles are more easily filtered by respiratory protection such as particle masks.

5.2.3(1)(a)viii. Persistence

The persistence of a chemical is its ability to remain in the environment. Chemicals that remain in the environment for a long time are more persistent than chemicals that quickly dissipate or break down. For example, persistent nerve agents will remain effective at their point of dispersion for a much longer time than nonpersistent nerve agents.

Persistence — Length of time a chemical agent remains effective without dispersing.

5.2.3(8)(i) Target organ effects

HMFR Table 2.6, pg 74 provides examples of toxins and their target organs.
6.2.3.1(3)(d)

i. **Air cooled**

ii. **Ice cooled**

iii. **Water cooled**

iv. **Phase change cooling technology**

- **Air cooling** — Wear long cotton undergarments or similar types of clothing to provide natural body ventilation. Once PPE has been removed, blowing air can help to evaporate sweat, thereby cooling the skin. Wind, fans, blowers, and misters can provide air movement. However, when ambient air temperatures and humidity are high, air movement may provide only limited benefit. Also, air cooling is of little use when actually wearing CPC.

- **Ice cooling** — Use ice to cool the body; however care must be taken not to damage skin with direct contact with ice, as well as to not cool off an individual too quickly. Ice will also melt relatively quickly. Ice cooling vests are available.

- **Water cooling** — Use water to cool the body. When water (including sweat) evaporates from skin, it cools. Provide mobile showers and misting facilities or evaporative cooling vests. Water cooling becomes less effective as air humidity increases and water temperatures rise.

- **Cooling vests** — Wear cooling vests beneath PPE. Cooling vest technologies may use ice, evaporation, gels, or phase change cooling technology. Unlike the lower temperatures provided by ice or gel vests, phase change cooling technology vests interact with body heat to maintain the garment at a consistent temperature of 59°F (15°C). Note: Use of cooling vests is being reviewed in Canada and the U.S. due to various health concerns, and several haz mat teams have disallowed them.
Samples of Questions Used in the Written Examination Element

FIRE BEHAVIOR

A. Which statement below best describes how heat will normally flow between two bodies?
   1. Heat will flow from the cooler body to the warmer.
   2. Heat will not flow, but will be retained by the warmer body.
   3. Heat will not flow, but will be retained by the cooler body.
   4. Heat will flow from the warmer body to the cooler.

FORCIBLE ENTRY

B. Which statement below is true concerning forcible entry tools?
   1. Even with the best forcible entry tools, firefighters often encounter impossible forcible entry problems.
   2. Forcible entry tools should ideally be able to fit into the left hand bunker coat pocket of firefighters.
   3. Once familiar with their tools, firefighters can almost always effect a prompt forcible entry.
   4. To be effective, forcible entry tools must be properly hooked up to a hydraulic power unit.

VENTILATION

C. Choose the correct definition of ventilation.
   1. The systematic removal and replacement of heated air, smoke and gases from a structure with cooler air.
   2. The emergency procedure of opening a roof, wall or floor in order to cancel the thermal layering effect.
   3. The systematic utilization of protective breathing apparatus in order to guarantee a fresh air supply.
   4. The emergency procedure of locating the correct hand position and depressing the sternum one and one-half inches.

LADDERS

D. Select the FALSE statement about fire service ladders from the choices below.
   1. By necessity, they must be more flexible than comparable commercial ladders.
   2. They tend to be built more rigidly than comparable commercial ladders.
   3. They tend to support more load than comparable commercial ladders.
   4. They are addressed by NFPA Standard 1931.

FIRE STREAMS

E. Which of the following statements is correct regarding fire streams?
   1. A fire stream means the water in the tank, as well as that in the pump, hose and nozzle.
   2. A fire stream can be defined as a stream of water after it leaves a fire hose and nozzle until it reaches the desired point.
3. A fire stream refers to the white spinning fog that develops over the fuel once water hits it.
4. A fire stream describes the movement of the water once it hits the fuel and begins to penetrate.

HAZARDOUS MATERIALS – AWARENESS

F. A reference book intended to be carried in every emergency vehicle in the United States is the:
   1. IFSTA First Responder Manual
   2. NIOSH Handbook of Hazardous Materials
   3. Emergency Response Guidebook

HAZARDOUS MATERIALS – OPERATIONS

G. The purpose of vapor suppression is to:
   1. Stop the further release of a material from its container.
   2. Direct or influence the course of airborne hazardous materials.
   3. Control the flow of a hazmat spill.
   4. Reduce the emission of vapors.
Summary of Practical Skills Test Stations

1. **PPE & SCBA-Individual**
   - 1A Pre-don/doffing check of PPE/SCBA including demonstrate cylinder change  
     Test Time (5 minutes)
   - 1B Don PPE and SCBA (evolution completed when on air)  
     Test Time (2 minutes)
   - 1C Demonstrate bypass operation (bypass valve properly turned on)  
     Test Time (unlimited)
   - 1D Adjust harness, and exit through or under a restricted passage while on air  
     Test Time (1 minute)

The test will include all of the four test parts (Part A, B, C, and D). Candidate will perform all of the above evolutions. The test includes the predon and doffing check, cylinder removal/replacement, properly donning/doffing PPE and SCBA with a single breath on air, and movement through a restricted passage while on air.

2. **GROUND LADDER and ROOF LADDER EVOLUTION -Team**
   - Test time: 9 min. for second candidate to roof peak  
     Total station time 15 min.
   - Each team will perform a ground ladder/roof ladder evolution.

3. **WATER SUPPLY and APPARATUS SAFETY – Team**
   - Test time 5 min. to set up water supply  
     Total station time 15 min.
   - 3a Mount and dismount apparatus safely-Set up pumper for a rural water supply equipment
   - 3b Mount and dismount apparatus safely-Set up pumper for municipal water supply using threaded hose
   - 3c Mount and dismount apparatus safely-Set up pumper for municipal water supply using LDH hose

   Team will choose one of the above tests.

4. **EXTERIOR FIRE OPERATIONS**
   - 4a Fire extinguishers-Individual will demonstrate one of the following:  
     Test time 3 min.
     - 4A(1) Fire Extinguisher on a Class A fire
     - 4A(2) Fire Extinguisher on a Class B fire
     - 4A(3) Fire Extinguisher on a Class C fire
   - 4b Vehicle fire-Team will demonstrate vehicle fire operations  
     Test time 8 min.
   - 4c Ground cover fire-Team will demonstrate ground cover fire operations  
     Test time 8 min.
   - 4d Exterior Class A Fire Attack-Team will demonstrate Class A fire attack  
     Test time 8 min.
5. **FIRE GROUND SKILLS**

5a Ropes and Knots-Individual will tie one of the following tools for hoisting: Test time 3 min.

- 5A(1) Smoke ejector
- 5A(2) Pike pole
- 5A(3) Charged line
- 5A(4) Uncharged line
- 5A(5) Roof ladder
- 5A(6) Pickhead Axe

5b Property Conservation / Salvage-Demonstrate one of the following: Test time 4 min.

- 5B(1) Cluster furniture and deploy salvage cover – Individual
- 5B(2) Construct water chute and catchall – Team
- 5B(3) Turn off sprinkler system main valve, stop flow with wedges

6. **GENERAL FIRE SERVICE SKILLS** Individual or Team

6a Utility Control-Individual

- 6a Part 1-Turn off gas meter
- 6a Part 2-Turn off LP tank valve
- 6a Part 3-Turn off electric service at breaker panel

6b Cleanup, maintenance of equipment-Individual

- 6B(1) Inspect and return to service a ground ladder
- 6B(2) Inspect and return to service fire hose
- 6B(3) Inspect an return to service fire service rope
- 6B(4) Inspect and return to service fire service hand tools

6c Illuminate the fire scene – Team Test

6d Communications – Telephone/Radio Operations

- 6D(1) Initiate Response to Emergency
- 6D(2) Receive Non-Emergency Telephone Call
- 6D(3) Radio Operations

A. **COMBINED EVOLUTIONS** – Team

- 7a Fire Attack and Overhaul Test time 5 min. Total station 15 min.
  - 7A(1) Ladder fire attack evolution
  - 7A(2) Stairway fire attack evolution

- 7b Search and Rescue Test time 5 min. Total station 15 min.
  - 7B(1) Ladder search and rescue evolution
  - 7B(2) Hose line search and rescue evolution

B. **HAZARDOUS MATERIALS OPERATIONS LEVEL RESPONSE** – Team or Individual

- Test 8-1 – DOT ERG
- Test 8-2A – Response Actions
- Test 8-2B – Protective Actions Total station time 15 min.
7. **VENTILATION (Forcible Entry and Vertical) – TEAM**

Ventilation-Team will demonstrate one the following skills: Test time 5 min.
- 9A(1) Forcible entry with positive pressure ventilation
- 9A(2) Forcible entry with negative pressure ventilation
- 9A(3) Forcible entry with hydraulic ventilation
- 9A(4) Vertical Ventilation Test time 10 min.

**General Test Information**

The test evolutions are based on the *NFPA 1001 Job Performance Requirements*. Skills are evaluated in accordance with the IFSTA, Essentials of Fire Fighting, and Jones & Bartlett curriculum and Skills Evaluation Checklists. Evolution times are designated by this document, not the IFSTA or J&B Skills Evaluation Checklist specifications.

Each candidate will perform a total of 9 of the possible evolutions (one from each of the Nine major areas). The tests will be selected randomly either by the state or by the evaluator. Candidates must be prepared to perform any of the skills listed. The assignment of each team member during the evolution is randomly selected at the time of the test and cannot be changed. Non-compliance can be grounds for team failure of the entire examination.

The test site will be assigned one of four tests (i.e. 5a, 5b, 5c or 5d) by the WTCS state office. Within the test selected by the state, evaluators will randomly select one of the evolutions or skills to be performed either by individuals or as a team.

Test time is the time to accomplish the primary task. Total station time includes replacing tools and equipment. Test times are closely estimated and may vary slightly from site to site. Test evolutions include properly breaking down equipment and replacing to the starting point.

Candidates are responsible for providing proper and functional PPE and SCBA. The Firefighter I Practical Skills Examination is physically demanding and the candidate is responsible for their own physical fitness and ability to perform the skills required.

Candidates waiting to test should be separated from the test stations. While a central staging/rehab area may be appropriate, there should be teams of candidates in a nearby designated waiting areas (approximately 100 feet away) to keep the test flowing. Waiting areas should be clearly apparent (cones or signs). If reasonably possible, the waiting area should be out of view of the test. Candidate teams should not be discussing with or coaching other teams about the testing stations between tests. On deck teams should be readying themselves for the test.

**Grading Schedule**

The following criteria will be used to evaluate and determine the pass/fail status of a candidate. Each item in the performance test checklist is given a rating.

Critical (C)–This rating has been assigned to items, which, if omitted or performed incorrectly, would result in severe injury to, or death of, an individual. Should a fire fighter fail to perform any ONE item rated as critical (C), the fire fighter would be unsuccessful in demonstrating the required proficiency level for that standard.
Major (M)–This rating refers to any item that is very important to the general safety of personnel and the successful completion of the evolution. Should a fire fighter fail to perform any TWO items rated as major (M), the fire fighter would be unsuccessful in demonstrating the required proficiency level for that standard.

General–This rating, although there is no symbol, has been given to all remaining items that in combination are relevant to the successful completion of the evolution. Should a fire fighter fail to perform any THREE items rated as general, the fire fighter would be unsuccessful in demonstrating the required proficiency level for that standard.

Should a fire fighter fail to perform any combination of Major or General rated items resulting in a sum total of THREE, the fire fighter would be unsuccessful in demonstrating the required proficiency level for that standard.
TEST 1-Individual-Personal Protective Equipment
Pre-Don Check & Cylinder Change

**Description:**
Demonstration of general proficiency with PPE and SCBA

**Procedures:**
1A Pre-don/doffing check of PPE/SCBA including demonstrate cylinder change  
Test Time (5 minutes)
1B Don PPE and SCBA (evolution completed when on air)  
Test Time (2 minutes)
1C Demonstrate bypass operation (bypass valve properly turned on)  
Test Time (unlimited)
1D Adjust harness, and exit through or under a restricted passage while on air  
Test Time (1 minute)

**Performance Evaluation Guidelines:**
NFPA 1001 – JRP 5.1.2, 5.3.1, 5.3.3, 5.3.5, 5.3.9
IFSTA Instructional Materials – Skills Evaluation Checklist Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**TEST 1A- Individual-Personal Protective Equipment-
Pre-Don Check/Doffing & Cylinder Change**

**Directions to the Candidate**
The candidate will arrange the turnout gear on the floor. The candidate must do a complete pre-don check of the SCBA and prepare it for donning. Part of the pre-don check shall include removal and replacement of the SCBA cylinder. You have 5 minutes in whole to complete this station.

**Test 1 Part A**

**Total Station Test Time – 5 Minutes**

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>Conduct and document a routine SCBA inspection.</td>
<td>A. <strong>Inspection of SCBA Unit:</strong></td>
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<tr>
<td></td>
<td>1. (M) Check to see that cylinder is 90% or more full (verbalize)</td>
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<td>2. Check Condition of cylinder</td>
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<td>3. Check harness system, straps and back pack assembly for cleanliness, condition and setting</td>
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<td>4. (M) Open cylinder to check regulator and cylinder gauges read within 100 psi of each other (verbalize)</td>
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<td></td>
<td>5. (M) Check low pressure alarm</td>
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<td>6. (M) Check operation of positive pressure switch and bypass valve, then ensure by-pass valve closed</td>
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<td>7. Check all hose and associated connections (high and low pressure) and that fittings are tight</td>
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<td></td>
<td>8. Check condition of mask, straps, buckle, and hose</td>
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<td></td>
<td>9. (M) Don and operational check face piece and hose, check for condition, proper seal, and check exhalation valve by inhaling and exhaling</td>
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<td>10. (M) Check function (all modes) of PASS device</td>
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<td></td>
<td>11. Doff face piece and SCBA, document and return to ready use in case of emergency</td>
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**B. Replace Low/Empty Air Cylinder:**

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<th>ELEMENTS/STEPS</th>
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<tbody>
<tr>
<td>Demonstrate the ability to replace a cylinder so a fire fighter can re-enter a hazardous atmosphere</td>
<td>1. (M) Closed air cylinder, ensured high pressure line was bled, disconnected high pressure line from cylinder outlet, and removed cylinder from back plate</td>
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</tr>
<tr>
<td>ELEMENTS/STEPS</td>
<td>STANDARDS</td>
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<tr>
<td>2.</td>
<td>(M) Checked high pressure line coupling to ensure O-ring is undamaged and in place</td>
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<td>3.</td>
<td>Placed a fully charged cylinder in back plate</td>
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<td>4.</td>
<td>Attached high pressure line; coupling hand tight</td>
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<td>5.</td>
<td>(C) Completed task within listed time limits with no safety violations</td>
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</table>
**TEST 1B-Individual-Personal Protective Equipment**  
**Don PPE & SCBA, Bypass Operations**

**Directions to the Candidate**

**Test 1 Part B**

The candidates will don their full turnout gear and SCBA. When ready, the candidates will present themselves to an evaluator to be checked over.

Candidates may arrange the PPE and SCBA on the floor for the test.

SCBA and PASS devices should be turned off prior to the start of the donning test.

Candidates may remove their shoes for the test.

Candidates **must** notify evaluator of defective PPE (worn Velcro, etc.) before evaluation begins.

You have 2 minutes to complete this station.

**Total Station Test Time – 2 Minutes**

**Passing Criteria (Failures):** 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<th>ELEMENTS/STEPS</th>
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<tbody>
<tr>
<td>Don firefighting personal protective clothing within one minute.</td>
<td><strong>A. Don PPE:</strong></td>
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<td></td>
<td>1. Step into pant/boot combination</td>
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<td></td>
<td>2. <em>(M)</em> Fasten pants (completely using all fasteners)</td>
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<td></td>
<td>3. Wrap suspenders over shoulders</td>
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<td>4. Don Coat; ensure inner liners are present; storm flap is up</td>
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<td></td>
<td>5. Don protective hood</td>
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<td></td>
<td>6. Tuck protective hood completely into coat</td>
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<td></td>
<td>7. <em>(M)</em> Fasten coat completely (using all fasteners)</td>
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<td></td>
<td>8. Don gloves; ensure tucked into wristlets</td>
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<tr>
<td>Don and activate the Self-Contained Breathing Apparatus within 1 minute.</td>
<td><strong>B. Over the Head Method:</strong></td>
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<tr>
<td></td>
<td>1. Lift SCBA overhead by back plate or cylinder, using both hands, one on each side, allowing harness to hand freely</td>
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<td></td>
<td>2. Allow harness to slide through the hands as the back plate falls into place</td>
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<td></td>
<td>3. Fasten chest strap (if equipped)</td>
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<td>4. Tighten shoulder strap</td>
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<td></td>
<td>5. Lock waist buckle and tightened waist strap</td>
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<td>6. Tuck loose straps into waist strap</td>
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<td>7. <em>(M)</em> Fully open the cylinder</td>
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<td>8.</td>
<td>Grab face piece with both hands, harness on top, thumbs through the straps, spreading the harness apart with the thumbs</td>
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<td>9.</td>
<td>Place chin in chin cup first, position face piece firmly against face</td>
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<tr>
<td>10.</td>
<td>Pull harness into position, centered over the top of the head, ensure that all hair is out of the seal and the harness is untangled</td>
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<td>11.</td>
<td>Tighten harness straps by pulling them toward the back of the head evenly, both sides simultaneously, lower straps first, temple straps, then top strap (if equipped)</td>
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<td>12.</td>
<td>Perform mask leak check by holding breath and listening, adjusting straps, if needed</td>
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<td>13.</td>
<td>Check pressure gauge</td>
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<tr>
<td>14.</td>
<td>Open bypass valve to check for proper operation then close</td>
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<td>15.</td>
<td>Reposition protective hood ensuring that the head and neck are completely covered and vision is not obscured, no part of the hood between facepiece and face</td>
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<tr>
<td>16.</td>
<td>No hair or straps hanging outside of hood</td>
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<td>17.</td>
<td>Don helmet ear flaps down, chin strap fastened and adjusted correctly</td>
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<td>18.</td>
<td>Don gloves</td>
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<tr>
<td>19. (M)</td>
<td>Activate PASS Device if not integrated in SCBA</td>
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</table>

C. **Coat Method**

1. Position SCBA in front of you ready for donning
2. Spread harness straps out to their respective sides and fully extended
3. Ensure eccentric side buckles are open straps extended fully
4. From the standing position bend over and pick up unit at the shoulder strap
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<th>ELEMENTS/STEPS</th>
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<tr>
<td>5. Don unit like a coat, putting one arm at a time through the shoulder strap loops Follow steps 7-19</td>
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<tr>
<td>6. <em>(C)</em> Completed task within listed time limits with no safety violations</td>
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</table>
**TEST 1C-Individual-Personal Protective Equipment Bypass Operations**

**Directions to the Candidate**

**Test 1 Part C**

The candidate will demonstrate that the bypass valve is properly turned on and will take a breath.

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

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<th>ELEMENTS/STEPS</th>
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</thead>
</table>
| Demonstrate emergency procedures when the SCBA breathing valve fails… restricted or no airflow | **A. Demonstrate Emergency Procedures:**
1. (C) Open and closed emergency bypass valve appropriately to breathe       |     |       |      |
2. (C) Fire fighter does not compromise respiratory protection                |     |       |      |
TEST 1D- Individual-Personal Protective Equipment-Restricted Passage

Directions to the Candidate
Test 1 Part D

The candidate will demonstrate exiting or moving through a restricted passage area to exit a fire area. Candidate will loosen the waist strap and remove the SCBA harness from one shoulder and maneuver through the designated area. The candidate must keep their facepiece on and remain on air at all times. The test will end when the candidate has moved through the restricted passage. The candidate does not need to re-don the harness for the test. You have 1 minute to complete this task.

Candidates may choose either of the restricted passages:

1. Step through a vertical restricted passage 14.5 inches wide and approximately 84 inches tall.
2. Crawl through a horizontal restricted passage 24 inches high by 24 inches wide (minimum width).

The vertical restricted passage shall be 14.5” wide (simulating wall studs 16” on-center) and approximately 84” tall. The horizontal restricted passage shall be 24” tall and at least 24” wide positioned at ground level. The prop(s) shall not include any entanglement devices. A prop may combine both openings and should be able to accommodate more than one candidate at time.

Candidate will loosen the waist strap and remove the harness from one shoulder and maneuver through the restricted passage. The candidate must remain on air during the exercise, maintaining a facepiece seal.

The test ends with the candidate moving through the restricted passage. The candidate does not need to re-don the SCBA harness.

Total Station Test Time – 1 Minute

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<tr>
<td>Demonstrate the ability to maneuver through a restricted passage.</td>
<td>A. Step through Vertical Restricted Passage:</td>
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<tr>
<td></td>
<td>1. (M) Loosen or unfasten waist and one shoulder strap</td>
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<td></td>
<td>2. (M) Position SCBA in front of body without compromising facepiece seal</td>
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<td></td>
<td>3. (M) Maintain control of SCBA, maneuver through restricted passage</td>
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<td></td>
<td>4. (C) Fire fighter does not compromise respiratory protection</td>
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<td></td>
<td>B. Maneuver through Horizontal restricted passage:</td>
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<td></td>
<td>1. Roll on correct side, keeping in constant contact with regulator</td>
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</tr>
<tr>
<td></td>
<td>2. Unfasten all straps</td>
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<tr>
<td>ELEMENTS/STEPS</td>
<td>STANDARDS</td>
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<tr>
<td>3.</td>
<td>(M) Position SCBA in front of body without compromising facepiece seal</td>
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<tr>
<td>4.</td>
<td>(M) Maintain control of SCBA, one arm removed from shoulder strap, push in front of body through restricted passage</td>
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<tr>
<td>5.</td>
<td>(C) Fire fighter does not compromise respiratory protection</td>
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<tr>
<td>6.</td>
<td>(C) Completed task within listed time limits with no safety violations</td>
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</tbody>
</table>
TEST 2-Team-Ladder Skills-Ground and Roof Ladder Evolution

Description:
The team will demonstrate general proficiency with ground and roof ladders.

Procedures:
1. Determine wall and roof support capability.
2. Carry the ladders to proper area
3. Set up a ground ladder to the roof ensuring that fly is properly locked
4. The first candidate to climb will place a roof ladder on the roof and descend
5. The second candidate to climb will sound the roof with an axe and climb to the peak of the roof
6. The third candidate to climb will remove the roof ladder
7. Take down the ground ladder
8. Put ladders and tools back at the starting position

In the event of a problem, the evaluator may stop the test (Safety violation) and ask the candidate(s) to identify and correct the problem. This should not be done more than once for an individual error, or twice for a team error, during a test. If they are unable to correct the problem, stop the test and fail the candidate or team as appropriate.

There are various ways to accomplish this evolution that are acceptable as long as the tasks are accomplished safely and within the established time frames.

Candidates may use a ladder belt instead of locking in on the ladder.
Candidates may use an approved axe sheath to carry the axe.

Performance Evaluation Guidelines:
- NFPA 1001 – JRP 5.3.4, 5.3.6, 5.3.9, 5.3.11, 5.3.12
- IFSTA Instructional Materials – Skills Evaluation Checklist
- Applicable IFSTA Skill Sheets
- IFSTA Essentials Textbook Materials
- Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
- Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Directions to the Team**

As a team, ladder the roof with the ground ladder, place the roof ladder on the roof, demonstrate sounding the roof, and remove the ladders to the starting point.

You have 9 minutes to reach the roof and a total station time of 15 minutes.

**Time Limits – 9 Minutes to Roof**

Total Station Test Time – 15 Minutes

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td><strong>A. Carry:</strong></td>
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<tr>
<td>1.</td>
<td>Firefighters position themselves on the ladder to lift and transport the ladder to designated area using an approved carry method</td>
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<tr>
<td>2.</td>
<td>All fire fighters stand using leg muscles to lift</td>
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<tr>
<td><strong>B. Position:</strong></td>
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</tr>
<tr>
<td>1.</td>
<td>Select proper position for task</td>
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<tr>
<td>2. (C)</td>
<td>Check for overhead wires and obstructions (verbalize)</td>
</tr>
<tr>
<td>3.</td>
<td>Check for structural/wall stability and uneven terrain or soft ground</td>
</tr>
<tr>
<td><strong>C. Raise:</strong></td>
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<tr>
<td>1.</td>
<td>When location is reached butt is placed on ground</td>
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<tr>
<td>2.</td>
<td>Firefighters at the tip rest ladder on shoulders</td>
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<tr>
<td>3.</td>
<td>Heeler stands on bottom rung, crouches and grasps convenient rung with both hands</td>
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<tr>
<td>4.</td>
<td>Position fly section away from building</td>
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<tr>
<td>5.</td>
<td>One fire fighter grasps halyard to raise ladder</td>
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<tr>
<td>6. (M)</td>
<td>When tip is at desired height (3-7 rungs above roof line) make sure ladder locks are in place</td>
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<tr>
<td>7.</td>
<td>All fire fighters gently lower ladder into building (not placed so windows are blocked)</td>
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<tr>
<td>8. (M)</td>
<td>Check for proper climbing angle (75 degrees)</td>
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<tr>
<td>9. (M)</td>
<td>Ensure safe ladder placement (square to building)</td>
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<tr>
<td>10.</td>
<td>Secure ladder (Halyard tied and not a trip hazard)</td>
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<td>ELEMENTS/STEPS</td>
<td>STANDARDS</td>
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<tr>
<td><strong>Roof Ladders:</strong></td>
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<tr>
<td>D. 1. Carry roof ladder to base of ground ladder (Students may use a 2-person carry)</td>
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<tr>
<td>E. 2. Set ladder down and open hooks</td>
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<td>F. 3. Roof ladder is placed vertical against one beam of ground ladder</td>
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<td>G. 4. Fire fighter positions on ground ladder to above midpoint of roof ladder</td>
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<td><strong>E. Roof Operations</strong></td>
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<tr>
<td>1. Fire fighter ascends to the roof with axe utilizing proper carrying techniques</td>
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<td><strong>F. Remove Roof Ladder</strong></td>
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<tr>
<td>1. Reverse roof ladder procedures, closing hooks once ladder is on ground</td>
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<tr>
<td><strong>G. Lower Ground Ladder</strong></td>
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<tr>
<td>1. Reverse roof ladder procedures</td>
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<tr>
<td>2. (C) Completed task within listed time limits with no safety violations</td>
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TEST 3-Team-Water Supply and Apparatus Safety

Test 3 is a team test. The team shall have their choice, selecting Test 3a Rural Water Supply, Test 3b Municipal Water Supply using standard 2½” or 3” threaded supply line hose, or Test 3c Municipal Water Supply using LDH (Large Diameter Hose). Test sites must be set up to accommodate all three tests.

The use of a gate valve on the hydrant is required. LDH to hydrant adaptors shall be provided. The adaptor for the pumper shall be installed and in place throughout the test.

Due to differences in local protocols and procedures the use of the tarp during the exam shall be optional. The tarp shall be available at the test station.

TEST 3A

Description:
The team will demonstrate apparatus safety, scene safety, and proficiency setting up a pumper for rural water supply.

Procedures:
1. In full PPE (SCBA not required), mount the apparatus, and put on seatbelts
2. Remove seatbelts, dismount the apparatus safely
3. Establish and operate in a safe/proper work area at an emergency scene using traffic and scene control devices
4. Obtain the needed hose and tools from the staging tarp located near the test area
5. Place the tarp(s) where the folding tank(s) will be located
6. Set up the folding tank(s) on the tarp(s), place drain to the low side*
7. Connect the strainer to the hard sleeve suction, attach rope, if needed, to strainer
8. Connect the hard sleeve suction to the appropriate pumper intake valve
9. Place the suction sleeve with strainer into the folding tank (if a barrel strainer is used it should be tied off, not required for low level strainer)
10. If two tanks are used, connect water transfer equipment between them*
11. Check all connections, drain sock closed on folding tank
12. Break down the equipment
13. Replace the equipment to the starting point

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.2, 5.3.3, 5.3.15
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Jones & Bartlett Fundamentals of Fire Fighter Skills
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
*Note: Due to differences in textbooks, local protocols, and procedures the use of the tarps, a 2nd tank, and water transfer equipment shall be optional, but this equipment shall be available at the test station.
Directions to the Team
Team members will demonstrate the proper mounting and dismounting of fire service apparatus. The team will then set up a folding tank for a pumper to draft out of (a 2nd tank is optional), this includes hooking up a hard sleeve suction, multiple tank water transfer devices (optional), strainer device, and the proper placement of the folding tank(s). Upon completion of the evolution the team will break down the equipment and place it back at the staging tarp. Upon completion of this evolution each team member will be asked to describe one safety consideration while performing this operation. You have 5 minutes to setup and a total of 15 minutes for the station.

Questions to assess safety. Each candidate on the team should be asked to:

Describe one safety consideration when performing this operation.

Possible answers may include:
Work within the protected safety zone,
Safe lifting techniques, traffic, icy conditions, use of seatbelts,
Proper PPE, vehicle movement, safe handling of equipment

Time Limits – 5 Minutes to Setup Water Supply
Total Station Test Time – 15 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<th>ELEMENTS/STEPS</th>
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<tbody>
<tr>
<td>Wearing full protective clothing and utilizing all safety equipment provided, mount and dismount a fire apparatus when responding to an emergency/exercise.</td>
<td>A. Mount / Dismount Apparatus:</td>
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<tr>
<td>1. (M) Don full protective clothing</td>
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<td>2. Mount fire apparatus using hand rail</td>
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<td>3. Make sure firm footing on apparatus</td>
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<td>4. Close door safety bar/gate to cab or compartment</td>
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<td>5. Sit and fasten seat belt</td>
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<td>6. Notify driver ready to leave station</td>
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<td>7. Open door, safety bar/gate from cab or compartment</td>
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<td>8. (M) Check for hazards prior to exiting vehicle</td>
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<td>9. Use hand rails to lower self to ground (back out)</td>
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<td>10. Setup appropriate safety area using traffic safety devices</td>
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<td>Connect and place hard suction hose for drafting operations.</td>
<td>B. Drafting Operation:</td>
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<td>1. Select a dump site</td>
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<td>2. Place a heavy tarp(s) on the ground where the portable tank(s) will be positioned if desired (tarp(s) and 2nd tank optional)</td>
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<td>3. Setup a portable tank as a member of a team, drain tube facing downhill</td>
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<td>ELEMENTS/STEPS</td>
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<td>4.</td>
<td>Remove the pump intake cap</td>
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<td>5.</td>
<td>With a team member, remove section of hard suction from storage area on vehicle</td>
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<td>6.</td>
<td>Thread section of hard suction onto pump intake</td>
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<td>7.</td>
<td>Tighten connection</td>
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<td>8.</td>
<td>Attach strainer to other end of hard suction</td>
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<tr>
<td>9.</td>
<td>Place hard suction hose into water source and ensure at proper depth</td>
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<td>10.</td>
<td>Attach water transfer equipment between tanks (optional)</td>
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<td>11.</td>
<td>Dump water from apparatus into tank</td>
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<tr>
<td>12. (M)</td>
<td>Observe all safety precautions</td>
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<tr>
<td>13. (C)</td>
<td>Completed task within listed time limits with no safety violations</td>
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</table>
TEST 3B-Team-Water Supply and Apparatus Safety-
Municipal Water Supply

Description:
The team will demonstrate apparatus safety, scene safety, and proficiency setting up a pumper for municipal water supply.

Procedures:
1. In full PPE (SCBA not required), mount the apparatus, and put on seatbelts
2. Remove seatbelts, dismount the apparatus safely
3. Establish and operate in a safe/proper work area at an emergency scene using traffic and scene control devices
4. Obtain the needed hose and tools from the staging tarp located near the test area
5. Remove the caps from the hydrant
6. Visually inspect the hydrant, test flow the hydrant (describe/discuss in cold weather)
7. Make hydrant to pumper hose connections for forward and reverse lays
8. Connect the supply line (2½” or 3”) to a hydrant discharge outlet
9. Attach a 2½” gate or ball valve to hydrant on the opposite side discharge
10. Connect the supply line to the appropriate pumper intake
11. Charge the line from the hydrant (describe/discuss in cold weather)
12. Replace burst hose section if needed
13. Turn off the hydrant, remove the hose lines, drain the hydrant
14. Breakdown the equipment, roll up the hose
15. Replace the hose, tools, and appliances on the staging tarp

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.2, 5.3.3, 5.3.15
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Directions to the Team
Team members will demonstrate the proper mounting and dismounting of fire service apparatus and setup an appropriate safety area using traffic safety devices. The team will then set up a water supply from a hydrant to an engine with one length of supply line hose. This evolution is not a forward lay, but merely connecting the parked pumper to a hydrant that can be reached with a single length of supply line hose (2½” or 3”). Tools and equipment are located on the equipment staging tarp near the apparatus. Upon completion of the evolution the team will break down the equipment and place it back at the staging tarp. Upon completion of this evolution each team member will be asked to describe one safety consideration while performing this operation.

You have 5 minutes to setup the water supply and a total of 15 minutes for the station.

Questions to assess safety. Each candidate on the team should be asked to:

Describe one safety consideration when performing this operation.

Possible answers may include:
Work within the protected safety zone
Safe lifting techniques, traffic, icy conditions, use of seatbelts,
Proper PPE, vehicle movement, safe handling of equipment

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<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
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</thead>
<tbody>
<tr>
<td>Wearing full protective clothing and utilizing all safety equipment provided, mount and dismount a fire apparatus when responding to an emergency/exercise.</td>
<td>A. Mount / Dismount Apparatus:</td>
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<tr>
<td>1. (M) Don full protective clothing</td>
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<tr>
<td>2. Mount fire apparatus using hand rail</td>
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<td>3. Make sure firm footing on apparatus</td>
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<td>4. Close door safety bar/gate to cab or compartment</td>
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<td>5. Sit and fasten seat belt</td>
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<td>6. Notify driver ready to leave station</td>
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<td>7. Open door, safety bar/gate from cab or compartment</td>
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<td>8. (M) Check for hazards prior to exiting vehicle</td>
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<td>9. Use hand rails to lower self to ground</td>
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<td>10. Setup appropriate safety area using traffic safety devices</td>
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<tr>
<td>11. Remove and hand lay supply hose to hydrant and if needed replace burst hose</td>
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<td>12. Remove cap from hydrant</td>
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<tr>
<td>13. Place hydrant wrench on the valve stem operating nut of the hydrant</td>
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<td>ELEMENTS/STEPS</td>
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<td>14. Open hydrant to verify flow and flush the hydrant (May simulate)</td>
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<td>15. Tighten caps not in use</td>
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<td>16. Connect the hose to the hydrant outlet nearest the apparatus intake</td>
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<td>17. Attach ball gate valve to opposite side discharge</td>
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<tr>
<td>18. Connect supply line to apparatus pumper intake</td>
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<tr>
<td>19. Slowly charge the line when instructed</td>
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<td>20. Shut down hydrant, remove hoselines</td>
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<td>21. Check for proper draining of hydrant using ungloved hand</td>
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<td>22. Break down equipment, roll up hose and replace on staging tarp</td>
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<tr>
<td>23. <em>(C)</em> Completed task within listed time limits with no safety violations</td>
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</table>
TEST 3C-Team-Water Supply and Apparatus Safety
Municipal Water Supply With Large Diameter Hose

Description:
The team will demonstrate apparatus safety, scene safety, and proficiency setting up a pumper for municipal water supply.

Procedures:
1. In full PPE (SCBA not required), mount the apparatus, and put on seatbelts
2. Remove seatbelts, dismount the apparatus safely
3. Establish and operate in a safe/proper work area at an emergency scene using traffic and scene control devices
4. Obtain the needed hose and tools from the staging tarp located near the test area
5. Remove the caps from the hydrant
6. Visually inspect the hydrant, test flow the hydrant (describe/discuss in cold weather)
7. Make hydrant to pumper hose connections for forward and reverse lays
8. Connect the LDH supply line to a hydrant using the necessary adaptors
9. Attach a 2½” gate or ball valve to hydrant on a side discharge (optional)
10. Connect the supply line to the appropriate pumper intake
11. Charge the line from the hydrant (describe/discuss in cold weather)
12. Replace burst hose section if needed
13. Turn off the hydrant, remove the hose lines, drain the hydrant
14. Breakdown the equipment, roll up the hose
15. Replace the hose, tools, and appliances on the staging tarp

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.2, 5.3.3, 5.3.14
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Directions to the Team**

Team members will demonstrate the proper mounting and dismounting of fire service apparatus. The team will then set up a water supply from a hydrant to an engine with one length of supply line hose. This evolution is not a forward lay, but merely connecting the parked pumper to a hydrant that can be reached with a single length of LDH supply line hose. Tools and equipment are located on the equipment staging tarp near the apparatus. Upon completion of the evolution the team will break down the equipment and place it back at the staging tarp. Upon completion of this evolution each team member will be asked to describe one safety consideration while performing this operation.

You have 5 minutes to setup the water supply and a total of 15 minutes for the station.

**Question to assess safety. Each candidate on the team should be asked to:**

Describe one safety consideration when performing this operation.

Possible answers may include:
- Work within the protected safety zone,
- Safe lifting techniques, traffic, icy conditions, use of seatbelts,
- Proper PPE, vehicle movement, safe handling of equipment

**Time Limits – 5 Minutes to Setup Water Supply**

**Total Station Test Time – 15 Minutes**

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

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<tbody>
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<td>1. Mount / Dismount Apparatus:</td>
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<td>2. (\text{M}) Don full protective clothing</td>
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<td>3. Mount fire apparatus using hand rail</td>
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<td>16. Tighten caps not in use</td>
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<td>17. Attach hose to hydrant</td>
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<td>18. Attach ball gate valve to 2-1/2” discharge</td>
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<td>19. Connect supply line to apparatus pumper intake</td>
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<td>20. Slowly charge the line when instructed</td>
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<td>22. Check for proper draining of hydrant using ungloved hand</td>
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<td>23. Break down equipment, roll up hose and replace on staging tarp</td>
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<td>24. (C) Completed task within listed time limits with no safety violations</td>
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TEST 4A-Individual-Exterior Fire Operations-Fire Extinguishers

Description:
The candidate will demonstrate selection and use of a fire extinguisher.

Procedure:
1. The examiner will allow the candidate to view the available extinguishers and props.
2. The examiner will describe an incipient fire situation that clearly would require the selection of one of the available types of extinguishers.
3. The candidate will select the proper extinguisher and demonstrate the proper procedure for applying the agent on the fire.
4. The candidate will demonstrate and describe the proper procedure to follow for a discharged extinguisher.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.7, 5.3.16
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Directions to the Candidate
Given several types of fire extinguishers and the description of a specific incipient fire situation, the candidate will select the proper type of extinguisher and demonstrate the proper use of the extinguisher for one of the tests listed below. The candidate must also demonstrate the proper procedure to follow for a discharged extinguisher. You have 3 minutes to complete this station.

Test 4A.1 Class A (1) A small waste basket, full of paper, is on fire.
Test 4A.2 Class B (2) A few gallons of flammable liquid spilled/burning in a pan
Test 4A.3 Class C (3) An electrical panel box or electric motor is burning

Total Station Test Time – 3 Minutes
Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<tbody>
<tr>
<td>Extinguish Class A, B and C fires using portable fire extinguishers.</td>
<td>A. Extinguished Fire by:</td>
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<td></td>
<td>1. (C) Properly wear full personal protective equipment (SCBA not required)</td>
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<td></td>
<td>2. (C) Select appropriate extinguisher for Class A, B or C fire</td>
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<td>3. (M) Ensure extinguisher is charged</td>
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<td>4. Ensure hazards are recognized and isolated if required</td>
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<td>5. Pull the pin</td>
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<td>6. Test extinguisher for operability</td>
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<td>7. (M) Approach fire from upwind</td>
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<td>8. Aim nozzle toward fire</td>
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<td>9. Squeeze hand to discharge agent</td>
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<td>10. (M) Direct agent at the base of the fire using a side to side sweeping motion</td>
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<td>11. (M) Extinguish fire</td>
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<td>12. (C) Back away from fire area, never turn back on an extinguished fire</td>
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<td></td>
<td>13. (C) Completed task within listed time limits with no safety violations</td>
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TEST 4B-Team-Exterior Fire Operations-Vehicle Fire

Description:
The team will extinguish a vehicle fire.

Procedures:
1. Team will don full PPE and SCBA.
2. Team member will size-up the vehicle/scene
3. Team will use proper techniques to advance a fire attack hand line for vehicle fires.
4. Approach from uphill and upwind
5. Extinguish possible ground cover fires
6. Avoid shock-absorber type bumpers
7. Demonstrate an awareness of combustible metals found in some component parts
8. The team will demonstrate proper awareness and precaution for various types of vehicle fuels/systems.
9. Using necessary precautions the team will access the fire and extinguish it.
10. The team will demonstrate the proper techniques for overhaul for a vehicle fire.
11. The team will break down the equipment used and replace it to the starting point.

Note: This test will be based on a generic type vehicle. Exotic models, including hybrids and alternative fuel vehicles will not be addressed in this test.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.7, 5.3.13, 5.3.16
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Directions to the Team**

Acting as a team, demonstrate the proper methods to extinguish a fire in a vehicle using the necessary protective equipment and the provided fire attack hand line. This test includes demonstrating, scene size-up, awareness of various hazards associated with vehicle fires including the types of vehicles fuels, assessment and control of fuel leaks, extinguishment and overhaul. You have 8 minutes to complete this station.

**Total Station Test Time – 8 Minutes**

**Passing Criteria (Failures):** 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<th>ELEMENTS/STEPS</th>
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<tbody>
<tr>
<td>Extinguish a vehicle fire.</td>
<td>A. <strong>Extinguished Fire by:</strong></td>
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<td></td>
<td>1. (C) Properly wear full protective equipment including SCBA</td>
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<td>2. Awareness of potential hazards and types of fuels associated with vehicle fires. (360 size up not required)</td>
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<td>3. (M) Test nozzle for water, pressure and patterns</td>
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<td>4. Switch to a narrow angle pattern and apply water from as far away as possible</td>
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<td>5. (M) Approach vehicle from a 45 degree angle avoiding the hazard zones, uphill and upwind if possible. Use water spray as a shield</td>
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<td>6. Extinguish any fire under vehicle or in line of approach</td>
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<td>7. (M) Extinguish fire-if necessary have third person opening compartments, protected by hose line, to expose hidden fires</td>
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<td>8. Cool hot areas</td>
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<td>9. Overhaul</td>
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<td>10. (C) <strong>Completed task within listed time limits with no safety violations</strong></td>
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TEST 4C-Team-Exterior Fire Operations-Ground Cover Fire

Description:
The team will extinguish a ground cover fire.

Procedures:
1. Team will don PPE (SCBA is not needed for this evolution)
2. Team will use the proper techniques to advance a hand line or use of portable ground fire extinguishers for ground cover fires.
3. The team will demonstrate proper awareness and precaution for threats to life and property.
4. Using necessary precautions the team will protect exposures and demonstrate the proper techniques to extinguish or control a ground cover fire.
5. The team will demonstrate that threats to personnel safety can be quickly recognized and retreat can be accomplished quickly and safely.
6. The team will break down the equipment used and replace it to the starting point.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.8, 5.3.13, 5.3.16, 5.3.19
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Directions to the Team**

Given a ground-cover fire situation, the team will demonstrate the proper techniques for extinguishment or control of a small ground-cover fire, including personal safety and exposure protection. You have 8 minutes to complete this station.

**Total Station Test Time – 8 Minutes**

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

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<tr>
<td>Extinguish a ground cover fire and protect all exposures.</td>
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<td>A. Direct Method:</td>
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<tr>
<td>1. (C) Properly wear appropriate protective equipment</td>
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<td>2. Determine safety zones and escape routes</td>
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<td>3. Select attack hose line and hand tools to combat fire</td>
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<td>4. (M) Test nozzle for water</td>
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<td>5. Approach fire from the windward side</td>
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<td>6. Use appropriate fire stream and/or hand tools to extinguish fire</td>
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<td>7. (M) Extinguish fire while maintaining crew integrity</td>
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<td>8. Identify and protect exposures</td>
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<td>9. (M) Back out of the fire area; never turn your back on an extinguished fire</td>
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<td>10. (C) Completed task within listed time limits with no safety violations</td>
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</tbody>
</table>
TEST 4D-Team-Exterior Fire Operations-Exterior Class A Fire Attack

Description:
Demonstrate extinguishment of an exterior Class A fire using a hose line.

Procedures:
1. Team will don necessary PPE and SCBA.
2. Team will use the proper techniques to advance and operate fire attack lines, and adjust the fire stream pattern for maximum penetration.
3. The team will demonstrate proper awareness and precautions for various hazardous materials that could be present at this type of fire.
4. Using necessary precautions, the team will approach the fire and extinguish it.
5. Demonstrate the proper techniques for overhaul for an exterior Class A fire including locating hidden fires, complete extinguishment, and checking patterns for origin determination.
6. The team will break down the equipment used and replace it to the starting point.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.7, 5.3.8, 5.3.13
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Directions to the Team
Using a hose line or master stream device, the team will extinguish an exterior fire involving a Class A fuel. Demonstrate appropriate overhaul techniques. You have 8 minutes to complete this station.

Total Station Test Time – 8 Minutes
Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Extinguish a fire in a pile or stack of Class A combustible materials.</td>
<td>A. Extinguished Stacked/Piled Class A Fire:</td>
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<tr>
<td></td>
<td>1. (C) Properly wear full protective equipment including SCBA</td>
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<td>2. Select attack line</td>
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<td>3. (M) Test nozzle for water, pressure and patterns</td>
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<td>4. Approach fire from upwind, uphill</td>
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<td></td>
<td>5. Switch to a narrow angle pattern for maximum penetration and apply water from as far away as possible</td>
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<td>6. Use correct fire stream and/or hand tools to break up materials to expose fire</td>
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<td></td>
<td>7. As volume of fire diminishes move closer to search for and extinguish hidden fires</td>
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<td></td>
<td>8. (M) Complete fire extinguishment</td>
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<td></td>
<td>9. Assessment of burn patterns for origin determination</td>
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<td></td>
<td>10. (C) Completed task within listed time limits with no safety violations</td>
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</tbody>
</table>
TEST 5A-Individual-Fire Ground Skills-Ropes and Knots

**Description:**
The candidate will demonstrate tying of equipment for hoisting.

**Procedure:**
Candidates will be randomly assigned to tie one item only. Gloves are not required to perform this test.

1. Tie off for hoisting a *smoke ejector*
2. Tie off for hoisting a *pike pole*
3. Tie off for hoisting a *charged hose line*
4. Tie off for hoisting an *uncharged hose line*
5. Tie off for hoisting a *roof ladder*
6. Tie off for hoisting a *pickhead axe*

**Note to the evaluator:**
Test all three team candidates at the same time.
Randomly assign each member of the team a different tool to hoist.
Three hoisting ropes should be arranged to be hanging off of a roof or wall so that the candidates can only use one end of the rope.
Three tag line ropes should be coiled up on the floor ready to be used as needed.
The use of the overhand safety knot is not required for the figure-of-eight knot.
The use of gloves by the candidate is not required.
It is possible to tie off the ladder or fan using one rope for hoisting and the tag line.

**Performance Evaluation Guidelines:**
- NFPA 1001 – JPR 5.1.2, 5.3.12
- IFSTA Instructional Materials – Skills Evaluation Checklist
- Applicable IFSTA Skill Sheets
- IFSTA Essentials Textbook Materials
- Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
- Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Directions to the Candidate**

Each candidate will prepare one of the assigned items for hoisting using fire service ropes. Each candidate will tie the item with the appropriate knot and a tag line where required. Use a rope hanging from a wall or roof as the hoisting line. Use one of the separate lengths of coiled rope as the tag line if needed. You have 3 minutes to complete this station.

**Guidelines for acceptable knots and configurations-Note to Evaluators-The grading system used throughout the rest of the exam will not be used for this station. The students will be passed or failed based on whether or not they used and tied the proper knot.**

<table>
<thead>
<tr>
<th>Test Number</th>
<th>Item or Tool</th>
<th>Acceptable Knots</th>
<th>Tagline Req’d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 5A(1)</td>
<td>Smoke ejector</td>
<td>Figure Eight, Clove Hitch, Bowline*</td>
<td>Yes</td>
</tr>
<tr>
<td>Test 5A(2)</td>
<td>Pike pole</td>
<td>Clove Hitch</td>
<td>No</td>
</tr>
<tr>
<td>Test 5A(3)</td>
<td>Charged hose line</td>
<td>Clove Hitch</td>
<td>No</td>
</tr>
<tr>
<td>Test 5A(4)</td>
<td>Uncharged hose line</td>
<td>Clove Hitch</td>
<td>No</td>
</tr>
<tr>
<td>Test 5A(5)</td>
<td>Roof ladder</td>
<td>Figure Eight, Clove Hitch, Bowline*</td>
<td>Yes</td>
</tr>
<tr>
<td>Test 5A(6)</td>
<td>Pick head Axe</td>
<td>Figure Eight, Clove Hitch, Bowline*</td>
<td>No</td>
</tr>
</tbody>
</table>

* While the Bowline is generally not recommended for fire service synthetic rope, it is still being taught and shall be acceptable.

**Total Station Test Time – 3 Minutes**

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Tie an approved knot to hoist an axe, halligan tool, pike pole, ground ladder, hose line, extinguisher, or appliance to a roof.</td>
<td><strong>A. Power Tool (Saw or Smoke Ejector):</strong></td>
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<tr>
<td></td>
<td>1. <strong>(C) Correct knot was used to hoist power tool</strong></td>
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<td></td>
<td><strong>B. Pick Head Axe</strong></td>
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<td></td>
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<tr>
<td></td>
<td>1. <strong>(C) Correct knot was used to hoist axe</strong></td>
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<td></td>
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<tr>
<td></td>
<td><strong>C. Pike Pole</strong></td>
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<tr>
<td></td>
<td>1. <strong>(C) Correct knot was used to hoist pike pole</strong></td>
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<td></td>
<td><strong>D. Ground Ladders</strong></td>
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<tr>
<td></td>
<td>1. <strong>(C) Correct knot was used to hoist ladder</strong></td>
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<td></td>
<td><strong>E. Hose Line (Charged or Un-Charged)</strong></td>
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<tr>
<td></td>
<td>1. <strong>(C) Correct knot was used to hoist hose line</strong></td>
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<td></td>
<td>2. <strong>(C) Completed task within listed time limits with no safety violations</strong></td>
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</tbody>
</table>
TEST 5B(1)-Individual-Fire Ground Skills Salvage-Arrange and Cover Furniture

**Description:**
The candidate will perform basic salvage cover skills and demonstrate covering/sealing openings.

**Procedure:**
1. Arrange furniture in the center of the room
2. Arrange the furniture to facilitate water runoff
3. Deploy a salvage cover over the furniture
4. Completely cover the furniture and tuck in the excess cover materials
5. Remove the cover and refold it using one of the folds taught in the course
6. Cover openings by the utilization of tarps, wood, or plastic
7. Separate or remove charred material to a safe location while protecting the area of cause and origin determination

*Note:* The candidate may have a team member or bystander assist with refolding covers.

**Performance Evaluation Guidelines:**
- NFPA 1 1 – JPR 5.3.14
- IFSTA Instructional Materials – Skills Evaluation Checklist
- Applicable IFSTA Skill Sheets
- IFSTA Essentials Textbook Materials
- Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
- Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Directions to the Candidate
The individual candidate will arrange furniture in the center of a room and deploy a salvage cover to protect it. The candidate will then remove the cover and refold it for storage on apparatus. A team partner may assist with refolding the salvage cover. You have 4 minutes to complete this station.

Total Station Test Time – 4 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Deploy covering materials on clustered furniture and building openings; roll and fold covers for reuse.</td>
<td>A. Clustered Furniture:</td>
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<tr>
<td></td>
<td>1. Gather furniture into center of room</td>
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<td></td>
<td>2. (M) Cover materials using one of the following deployment methods (rolled or folded)</td>
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<tr>
<td></td>
<td>1) One fire fighter spread</td>
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<tr>
<td></td>
<td>2) Two fire fighter spread</td>
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<tr>
<td></td>
<td>2. Roll and/or fold salvage covers for reuse per evaluator guidance (one fire fighter or two fire fighter spread)</td>
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<tr>
<td>B. Building Openings/Origin &amp; Cause Protection:</td>
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<tr>
<td></td>
<td>1. Separate or remove charred materials</td>
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<tr>
<td></td>
<td>2. Use plywood, heavy plastic and salvage covers to protect openings (doors, windows, ventilation cutouts, etc.) that cannot be secured and preserve the area of origin and cause</td>
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<td></td>
<td>3. (C) Completed task within listed time limits with no safety violations</td>
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</table>
TEST 5B(2)-Team-Fire Ground Skills Salvage-Water Chute & Catchall

Description:
The team will construct a basic water chute and catchall with salvage covers.

Procedure:
1. The team of candidates will construct the basic catchall and water chute
2. After completion, the candidates will refold the covers using one of the methods taught as part of the course.

Performance Evaluation Guidelines:
NFPA 1 1 – JPR 5.3.14
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Directions to the Team**
Using two pike poles, a step ladder, and two salvage covers, the team will construct a water chute to divert a flow of water into a catchall. After this has been completed, the team will refold the covers using one of the methods shown in the course and put the equipment back in the staging area. You have 7 minutes to complete this station.

**Total Station Test Time – 7 Minutes**
**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

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<tr>
<th>ELEMENTS/STEPS</th>
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<tbody>
<tr>
<td><strong>Construct water chutes and catch-all’s.</strong></td>
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<tr>
<td><strong>A. Water Chute:</strong></td>
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<tr>
<td><strong>Without pike poles</strong></td>
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</tr>
<tr>
<td>1. Open the salvage covers</td>
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<tr>
<td>2. Lay the cover flat at the desired location</td>
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<tr>
<td>3. Roll the opposite edges of the salvage cover toward the middle until there is a 3-foot width between the rolls</td>
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<tr>
<td>4. Turn the cover over</td>
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<tr>
<td>5. Adjust the chute to collect and channel water by elevating one end</td>
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<tr>
<td>6. Extend the other end out a window or door</td>
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<tr>
<td><strong>With pike poles</strong></td>
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<td></td>
</tr>
<tr>
<td>1. Open salvage cover</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Lay the cover flat at the desired location</td>
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<tr>
<td>3. Place pike poles at opposite edges of the salvage cover with the pike extending off the end of the cover</td>
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<tr>
<td>4. Roll the edges over the pike poles toward the middle until there is a 3-foot width between the rolls</td>
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<tr>
<td>5. Turn the cover over, keeping the folds in place</td>
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<tr>
<td>6. Place the chute to collect and channel water</td>
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<tr>
<td>7. Extend the other end out a door or window</td>
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<tr>
<td><strong>B. Catch All</strong></td>
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</tr>
<tr>
<td>1. Open the salvage cover</td>
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<td></td>
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<tr>
<td>2. Lay the cover flat at the desired location</td>
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<tr>
<td>3. Roll the sides inward approximately 3 feet</td>
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<tr>
<td>4. Lay the ends of the side rolls over at a 9 degree angle to form the corners of the basin</td>
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<td>ELEMENTS/STEPS</td>
<td>STANDARDS</td>
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<tr>
<td>5.</td>
<td>Roll one end into a tight roll on top of the side roll and form a projected flap</td>
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<td>6.</td>
<td>Lift the edge roll</td>
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<td>7.</td>
<td>Tuck the end roll to lock the corners</td>
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<td>8.</td>
<td>Roll the other end in a like manner</td>
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<tr>
<td>9.</td>
<td>Lock the corners</td>
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<tr>
<td>10. (C)</td>
<td>Completed task within listed time limits with no safety violations</td>
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</tbody>
</table>
**TEST 5B(3)-Team/Individual-Fire Ground Skills-Property Conservation-Sprinkler Control**

**Description:**
The team or candidate will turn off sprinkler system main valve and stop sprinkler head flow.

**Procedure:**
1. Identify the main control valve on a riser and close it
2. Identify the main drain valve and open it
3. Stop the flow of water from a sprinkler head with wedges or other special tools

**Performance Evaluation Guidelines:**
- NFPA 1 1 – JPR 5.3.14
- IFSTA Instructional Materials – Skills Evaluation Checklist
- Applicable IFSTA Skill Sheets
- IFSTA Essentials Textbook Materials
- Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
- Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Directions to the Team/Candidate**
The team will stop the flow of water from an automatic sprinkler system by closing the main control valve and opening the main drain valve and stopping the flow of water from the sprinkler head by utilizing wedges or other special tools. You have 4 minutes to complete this station.

**Total Station Test Time – 4 Minutes**

*Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General*

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
<th>WHITE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Stop the flow of water from a sprinkler and operate the main control on an automatic sprinkler system.</td>
<td><strong>A. Manually Controlled Sprinkler System:</strong></td>
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<td></td>
<td>1. Candidates will wear appropriate PPE</td>
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<td></td>
<td>2. Two wedges (door chocks), facing opposite directions, are inserted between the discharge orifice and the deflector</td>
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<td>3. <strong>(M)</strong> The two wedges are then tapped together by hand until the flow is stopped</td>
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<td>4. <strong>(M)</strong> Ensure all safety precautions are observed</td>
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<td></td>
<td><strong>B. Operate Sprinkler Control Valve</strong></td>
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<tr>
<td></td>
<td>1. Turn the control valve in the appropriate direction to stop flow of water into the facility</td>
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<tr>
<td></td>
<td>2. <strong>(C)</strong> Completed task within listed time limits with no safety violations</td>
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</tbody>
</table>
TEST 6A-Individual-General Fire Service Skills-Utility Control

Description:
Turn off gas meter, turn off electric power at breaker panel and control LP

Procedures:
Test 6A Part 1 Turn off a residential gas meter
Test 6A Part 2 Turn off electric service at a residential breaker panel
Test 6A Part 3 Turn off a residential size propane cylinder at the tank
Test 6A Part 4 Confirm to officer, face to face or via radio, that utilities have been shut off

Performance Evaluation Guidelines:
NFPA 1 1 – JPR 5.3.7, 5.3.18
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills

Additional Reference Materials-Wisconsin Utilities Association Guidelines
**Directions to the Team**

Each candidate will demonstrate the proper methods and techniques for turning off all of the following utilities: residential gas meter, turning off electrical power at a residential breaker panel, and turning off a residential propane cylinder. You have 3 minutes to complete this station.

**Total Station Test Time – 3 Minutes**

**Passing Criteria (Failures):** 1 Critical, 2 Major, 3 General or combination of 3 Major/General

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Identify and operate a minimum of 3 utility control devices that are specific to installation; assess for hazards.</td>
<td>A. <strong>Fire Fighter Shut Off Utilities by:</strong></td>
<td></td>
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<tr>
<td></td>
<td>1. <em>(M)</em> Proper PPE and SCBA used, air optional</td>
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<td></td>
<td>2. Locate utility controls</td>
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<td></td>
<td>3. Identify hazards associated with the utility controls</td>
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<td></td>
<td>4. Identify acceptable methods of shut off</td>
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<td></td>
<td>5. Identify safety considerations</td>
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<td></td>
<td>6. Proper tools and techniques used to shut off utility</td>
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<td></td>
<td>7. Switches or valves in off position</td>
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<td></td>
<td>8. Describe how to confirm that utility is off with officer</td>
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<td>9. <em>(M)</em> Shut off residential gas meter</td>
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<td>10. <em>(M)</em> Shut off residential propane valve</td>
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<td>11. <em>(M)</em> Shut off residential electrical panel</td>
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<td></td>
<td>12. <em>(M)</em> Confirm to officer face to face or by radio that utilities are turned off</td>
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<td></td>
<td>13. <em>(C)</em> Completed task within listed time limits with no safety violations</td>
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</table>
TEST 6B-Individual-General Fire Service Skills
   Equipment Clean Up / Maintenance

Description:
The candidate will demonstrate the cleaning, inspection, and return to service of various fire
department tools and equipment. (Steps can be verbalized)

Procedures:
1. Clean or wash and dry the item as recommended by the manufacturer
2. Inspect the item for defects or damage
3. Lubricate item as applicable
4. Check all components as recommended by manufacturer or departmental guidelines,
   maintenance is recorded, and equipment is placed in a ready state or reported otherwise.
5. Tag unit out of service if defective, with explanation

Items to be cleaned and returned to service:
6B(1) Inspect and return to service a ground ladder
6B(2) Inspect and return to service fire hose
6B(3) Inspect an return to service fire service rope
6B(4) Inspect and return to service fire service hand tools

Performance Evaluation Guidelines:
   NFPA 1001 – JPR 5.5.1, 5.5.2
   IFSTA Instructional Materials – Skills Evaluation Checklist
   Applicable IFSTA Skill Sheets
   IFSTA Essentials Textbook Materials
   Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
   Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Directions to the Candidate**
Given a piece of fire service equipment from the list below, the candidate will demonstrate and describe the proper techniques for cleaning, inspecting, and returning the piece of equipment to service. You have 5 minutes to complete this station.

**Items to be cleaned and returned to service:**
- 6B(1) Inspect and return to service a ground ladder
- 6B(2) Inspect and return to service fire hose
- 6B(3) Inspect an return to service fire service rope
- 6B(4) Inspect and return to service fire service hand tools

**Total Station Test Time – 5 Minutes**

**Passing Criteria (Failures):** 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>Inspect, clean, and maintain forcible entry tools/equipment, then complete applicable documentation.</td>
<td>A. <strong>Wood Handles:</strong></td>
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<tr>
<td></td>
<td>1. Inspect for cracks, blisters, or splinters</td>
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<td></td>
<td>2. Sand the handle to minimize hand injuries</td>
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<td></td>
<td>3. Wash with mild detergent, rinse, and wipe dry</td>
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<td></td>
<td>4. Apply coat of linseed oil</td>
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<td></td>
<td>5. Check for tightness of tool head</td>
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<tr>
<td>B. <strong>Fiberglass Handles</strong></td>
<td>1. Wash with mild detergent, rinse, and wipe dry</td>
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<tr>
<td></td>
<td>2. Check tightness of tool head</td>
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<tr>
<td>C. <strong>Cutting Edges</strong></td>
<td>1. Inspect for nicks, tears, or metal spurs</td>
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<td></td>
<td>2. Replace when required</td>
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<td></td>
<td>3. File cutting edges, grinding weakens tool</td>
<td></td>
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<tr>
<td>D. <strong>Plated Surfaces</strong></td>
<td>1. Inspect for damage</td>
<td></td>
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<tr>
<td></td>
<td>2. Wipe clean, or wash with mild detergent</td>
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<tr>
<td>E. <strong>Unprotected Metal Surfaces</strong></td>
<td>1. Keep free of rust</td>
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<td></td>
<td>2. Oil metal surface lightly</td>
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<td></td>
<td>3. Avoid painting</td>
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<td>4. Inspect for spurs, burrs, or sharp edges—file down if found</td>
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<td><strong>Roof ladders</strong></td>
<td>a) Hook assemblies fold out with relative ease</td>
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<td></td>
<td>b) No signs of rust on hooks</td>
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<td>c) Hooks not deformed</td>
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<td>ELEMENTS/STEPS</td>
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<tr>
<td>Extension Ladders</td>
<td>d) Parts on hooks firmly attached</td>
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<td></td>
<td>a) Pawl assemblies work properly-hook and finger should move freely</td>
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<td></td>
<td>b) Look for fraying or kinking in the halyard</td>
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<td>c) Check snugness of the halyard cable when the ladder is in the bedded position</td>
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<td></td>
<td>d) Make sure pulleys move freely</td>
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<td></td>
<td>e) Check condition of ladder guides and for free movement of fly sections</td>
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<tr>
<td>Inspect rope types</td>
<td>F. Inspect rope types</td>
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<td></td>
<td>1. Feel for lumps, depressions, and soft mushy spots</td>
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<td></td>
<td>2. Carefully inspect outer sheath for discolorations, abrasions, flat spots, nicks, cuts, and imbedded objects</td>
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<td></td>
<td>3. When appropriate, remove rope from service following local protocols</td>
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<td>4. Record information in rope log book</td>
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<td>Clean, inspect, store and return fire hose to service</td>
<td>G. Maintain Ropes</td>
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<td></td>
<td>1. Wipe or gently brush natural fibers</td>
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<td>H. Clean Hose</td>
<td>1. Using clear water, and if needed a mild soap, brush the hose clean</td>
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<td>2. If available use a hose washer</td>
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<td>3. Dry hose in accordance with local procedures and manufacturer’s recommendations</td>
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<td>I. Clean Couplings</td>
<td>1. Remove the gasket and twist the swivel in warm soapy water</td>
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<td>2. Clean threads with a brush to remove tar, dirt, gravel or oil</td>
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<td>3. Replace gasket if cracked or creased (Replace gasket for evaluation purposes)</td>
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<tr>
<td>J. Inspect Fire Hose</td>
<td>1. Inspect hose for mechanical damage (rips, abrasions, damaged couplings, cracked liners)</td>
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<td>ELEMENTS/STEPS</td>
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<td>2. Inspect hose for thermal damage (char, melted, weakened fabric covering, dry rot rubber linings)</td>
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<td>3. Inspect hose for organic damage (mildew, mold)</td>
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<td>4. Inspect hose for chemical damage (lining and jacket separation, weakened areas)</td>
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<td>5. Mark/tag defective hose and remove from service</td>
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</table>

K. **Store Fire Hose**

| 1. Reload hose or roll hose for proper storage | | | | |
| 2. **(C) Completed task within listed time limits with no safety violations** | | | | |
TEST 6C-Team or Individual-General Fire Service Skills-Illuminate Fire Scene

**Description:**
Demonstrate the set-up of fire scene lighting equipment.

**Procedures:**
1. Set up portable light device.
2. Attach junction boxes and extension cords to light.
3. Prepare portable generator for operation.
4. Check generator fuel level.
5. Attach extension cords to generator.
6. Turn on generator.
7. Shut down generator and break down equipment.
8. Return equipment to starting point.

*Note:* Candidates who are not familiar with equipment used in this evaluation may need a brief orientation to the equipment.

**Performance Evaluation Guidelines:**
- NFPA 1001 – JPR 5.3.17
- IFSTA Instructional Materials – Skills Evaluation Checklist
- Applicable IFSTA Skill Sheets
- IFSTA Essentials Textbook Materials
- Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
- Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Direction to Candidate:**
The team will set up portable emergency lighting, attach cords, and demonstrate the proper operation of a portable electrical power source. If you are not familiar with the equipment used in this evaluation, please ask for a brief orientation. You have 8 minutes to complete this station.

*Note:* Candidates who are not familiar with equipment used in this evaluation may need a brief orientation to the equipment.

*Total Station Test Time – 8 Minutes*

**Passing Criteria (Failures):** 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<th>ELEMENTS/STEPS</th>
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<tbody>
<tr>
<td>Deploy and operate department power supply and lighting equipment to effectively illuminate an emergency scene.</td>
<td><strong>A. Fire Fighter Deployed Illumination by:</strong></td>
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<tr>
<td></td>
<td>1. Deploy power supply, cords, connectors and lights at a scene</td>
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<td>2. Make all necessary connections and position lights for best effect</td>
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<td>3. <em>(M)</em> Illuminate the scene</td>
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<td>4. Reset ground-fault interrupter (GFI) if necessary</td>
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<td>5. <em>(M)</em> Observe all safety precautions when using equipment</td>
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<td>6. <em>(C)</em> Completed task within listed time limits with no safety violations</td>
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TEST 6D(1)-Individual-General Fire Service Skills-Fire Department
Communications-Initiate Response To Emergency

Description:
Initiate the response to a reported emergency, given the report of an emergency, fire department SOPs, and communications equipment, so that all necessary information is obtained, communications equipment is operated correctly, and the information is relayed promptly and accurately to the dispatch center.

Demonstrate procedures for reporting an emergency, departmental SOPs for taking and receiving alarms, radio codes or procedures, and information needs of dispatch center.

Demonstrate the ability to operate fire department communications equipment, relay information, and record information.

Procedures:
1. Given a scenario the candidate will gather information of a reported emergency.
2. The candidate will relay the information to a dispatcher by telephone or the candidate will relay the information to a dispatcher by radio.

Performance Evaluation Guidelines:
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills

Give each candidate one of the prepared scenarios. Candidates should be tested individually.
Directions to the Candidate
You will be given a scenario where you will be contacted at your fire station by a citizen reporting an emergency situation. You will gather the information, provide safety advice to the citizen, and then relay the information to a dispatch center, either via radio or via telephone as directed. You have 5 minutes to complete this station.

Scenario 1
Demonstrate how you would relay the information to the dispatch center via telephone.

Scenario 2
Demonstrate how you would relay the information to the dispatch center via radio.

Scenario 3
Demonstrate how you would relay the information to the dispatch center via telephone.

Scenario 4
Demonstrate how you would relay the information to the dispatch center via radio.

Total Station Test Time – 5 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<th>ELEMENTS/STEPS</th>
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<tbody>
<tr>
<td>Operating fire department communications equipment, relay and record information to the dispatch center for a response initiation.</td>
<td><strong>A. Relay and Record Information by:</strong>&lt;br&gt;1. Identify self and department&lt;br&gt;2. Is prepared to take the message&lt;br&gt;3. Write down the necessary information&lt;br&gt;4. Provide necessary safety information to the caller&lt;br&gt;5. End call courteously, hung up last&lt;br&gt;6. Contact dispatch center via telephone or radio&lt;br&gt;7. Provide accurate information</td>
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</tr>
<tr>
<td>Operate fire station telephones and intercom equipment.</td>
<td><strong>B. Operated Telephone/Intercom Equipment by:</strong>&lt;br&gt;1. Operate fire station telephones using proper telephone etiquette&lt;br&gt;2. Operate the fire station intercom system using the proper etiquette&lt;br&gt;3. <strong>(C) Completed task within listed time limits with no safety violations</strong></td>
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TEST 6D(2)-Individual-General Fire Service Skills-Fire Department
Communications Receive Non-Emergency Telephone Call

**Description:**
Receive a telephone call, given a fire department phone, so that procedures for answering the phone are used and the caller’s information is relayed.

Demonstrate procedures for answering nonemergency telephone calls.

Demonstrate the ability to operate fire station telephone and intercom equipment.

**Procedures:**
1. Given a scenario the candidate will gather and relay information for a business-type call received at the station.
2. Given a scenario the candidate will gather and relay information for a personal-type call received at the station.

**Performance Evaluation Guidelines:**
- IFSTA Instructional Materials – Skills Evaluation Checklist
- Applicable IFSTA Skill Sheets
- IFSTA Essentials Textbook Materials
- Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
- Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills

Give each candidate *one* of the prepared scenarios. Candidates should be tested individually.
**Directions to the Candidate**
You will be given a scenario where you will be contacted at your fire station by a citizen asking you to relay either a business message or personal message. You will gather the information and then describe how you would relay the information to the individual as directed. You have 5 minutes to complete this station.

**Scenario 1**
Describe how you would relay the information to the chief.

**Scenario 2**
Describe how you would relay the information to the inspector.

**Scenario 3**
Describe how you would relay the information to Firefighter Jones.

**Scenario 4**
Describe how you would relay the information to Firefighter Jones.

**Total Station Test Time – 5 Minutes**

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

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<tbody>
<tr>
<td>Operate fire station telephones and intercom equipment.</td>
<td>A. Operated Telephone/Intercom Equipment by:</td>
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<td></td>
<td>1. Operate fire station telephones using proper telephone etiquette</td>
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<td></td>
<td>2. Operate the fire station intercom system using the proper etiquette</td>
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<td></td>
<td>3. (C) Completed task within listed time limits with no safety violations</td>
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TEST 6D(3)-Individual-General Fire Service Skills-Fire Department
Communications Radio Operations

**Description:**
Transmit and receive messages via the fire department radio, given a fire department radio and operating procedures, so that the information is accurate, complete, clear, and relayed properly.

Demonstrate radio procedures and etiquette for routine traffic, emergency traffic, and emergency evacuation signals.

Demonstrate the ability to operate radio equipment and discriminate between routine and emergency traffic.

**Procedures:**
7. Given a scenario demonstrate radio procedures and etiquette for routine traffic, emergency traffic, and emergency evacuation signals.
8. Given a scenario demonstrate the ability to operate radio equipment and discriminate between routine and emergency traffic.

**Performance Evaluation Guidelines:**
- IFSTA Instructional Materials – Skills Evaluation Checklist
- Applicable IFSTA Skill Sheets
- IFSTA Essentials Textbook Materials
- Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
- Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills

Give each candidate **one** of the prepared scenarios. Candidates should be tested individually.
Directions to the Candidate
You will be given a scenario where you will be required to use a fire department portable radio during an emergency incident operation. You will demonstrate proper radio usage and communication techniques. You have 5 minutes to complete this station.

Total Station Test Time – 5 Minutes
Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<tr>
<th>ELEMENTS/STEPS</th>
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<tr>
<td>Operate radio equipment and discriminate between routine and emergency traffic.</td>
<td>A. Demonstrated Radio Procedures by:</td>
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<tr>
<td>1. Proper unit identification</td>
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<td>2. Acceptable radio traffic communications model</td>
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<td>3. Properly operate the radio and initiate an emergency call for assistance</td>
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<td>4. (M) Provide necessary information to the receiver</td>
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<td>5. Repeat information received</td>
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<td>6. (M) Describe procedures for emergency traffic</td>
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<td>7. (M) Describe procedures to initiate evacuation notification with other audible devices</td>
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<td>8. (C) Completed task within listed time limits with no safety violations</td>
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TEST 7A(1)-Team-Combined Evolutions Ladder Fire Attack & Overhaul

**Description:**
Perform an interior fire attack via a ladder attack

**Procedures:**
1. Advance a pre-connected hose line and required tools to structure
2. Using safe procedures, full PPE, and SCBA enter the structure as a team
3. Once inside, conserve air and locate a safe haven void of hazards.
4. Advance the charged/uncharged line into the structure via ladder to the second floor window, secure to ladder and prevent water hammer when operating nozzle.
5. Demonstrate techniques for fire extinguishment and evaluate effectiveness.
6. Overhaul i.e. removing wall, floor and ceiling components to expose void spaces maintaining structural integrity while looking for hidden fire to complete extinguishment.
7. Demonstrate/describe techniques for identifying and protecting/preserving evidence and fire origin/cause.
8. Upon completing assignment or an SCBA low air alarm, safely evacuate the area following the hose line or guideline.
9. Return the hose line and tools to the starting point which includes, coupling/uncoupling connections, carrying/draining hoses, and reloading pre-connect line for next use.
10. Describe and demonstrate procedures to be followed if there is SCBA failure or air depletion

Evolution includes fire attack and overhaul.
This evolution should employ the use of live fire and/or artificial smoke.
Test conditions should include low heat and obscured visibility.
The team may use a hand light for this evolution.
Candidates should demonstrate their knowledge and skills for sounding the floor
Candidates will perform this test with full PPE/SCBA and be on air.
The ladder should be secured/tied in place for the candidates to use
Raising, lowering, and securing the ladder is not part of this evolution

**Performance Evaluation Guidelines:**
NFPA 1001 – JPR 5.3.1, 5.3.4, 5.3.5, 5.3.7, 5.3.8, 5.3.9, 5.3.10, 5.3.13
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Directions to the Candidate

The team members will demonstrate the ability to operate in vision obscured conditions, locate and follow a guideline, conserve air supply, and evaluate areas for hazards and identify a safe haven. The team will advance a fire attack hose line to the designated structure. The team will advance a charged hose line up a ladder as directed by the evaluator. The ladder is secured in place and the team does not need to butt the ladder. Upon locating the area designated as the fire area, the team will demonstrate extinguishment and overhaul techniques. After completing the evolution each team member will describe techniques for identifying area of fire origin and protecting fire cause evidence. You have 5 minutes to reach the fire and a total of 15 minutes for this station.

Upon completion each candidate should describe one item for each of the following:

1. Describe how evidence of an arson fire and origin and cause might be preserved and protected.
2. Describe signs and indications of an arson fire.
3. Discuss firefighter conduct and statements at the scene.

Alternative Questions

Summarize important observations to be made by firefighters:

1. en route to the fire scene
2. after arriving at the scene
3. during firefighting operations

Total Test Time – 5 Minutes to Fire Total Station Time – 15 Minutes

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
<th>WHITE</th>
<th>BLUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform an interior fire attack via a ladder attack.</td>
<td>A. Ladder Fire Attack &amp; Overhaul:</td>
<td></td>
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<tr>
<td></td>
<td>1. (C) Properly wear full protective equipment including SCBA</td>
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<td></td>
<td>2. Select, couple/uncouple attack line not smaller than 1-1/2 inch</td>
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<td>3. Carry hose and move into place at the point of entry</td>
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<td>4. (M) Open/close/adjust pattern to Test nozzle for water and workability</td>
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<td></td>
<td>5. (M) Make sure back up fire fighter is in place (on same line as candidate) &amp; team integrity maintained</td>
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<td></td>
<td>6. (M) Sound floor for structural integrity, enter structure, stay low conserve air and locate a safe haven void of hazards</td>
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<td></td>
<td>7. Advance charged hose line up ladder to upper level and secure structure</td>
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<tr>
<td>ELEMENTS/STEPS</td>
<td>STANDARDS</td>
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<tr>
<td>8. Assure structural integrity while advancing hose line</td>
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<tr>
<td>9. <em>(M)</em> Attack fire using direct, indirect or combination extinguishing techniques and evaluate effectiveness while preventing water hammer</td>
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<tr>
<td>10. If crew must back out, keep stream operating</td>
<td></td>
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<tr>
<td>11. Salvage – separate, remove or relocate charred material while protecting area of origin and cause</td>
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<tr>
<td>12. Overhaul- remove flooring, ceiling wall components exposing void spaces maintain structural integrity; extinguish hidden fires for complete extinguishment</td>
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<td></td>
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</tr>
<tr>
<td>13. Overhaul – Recognize and preserve signs of fire origin and arson</td>
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<tr>
<td>14. <em>(C)</em> Completed task within listed time limits with no safety violations</td>
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</tbody>
</table>
TEST 7A(2)-Team-Combined Evolutions Stairway Fire Attack & Overhaul

Description:
Perform an interior fire attack by advancing a hose line up or down an interior stairway

Procedures:
1. Advance a preconnected hose line and required tools to structure door
2. Using safe procedures, full PPE, and SCBA enter the structure as a team
3. Once inside conserve air and locate a safe haven void of hazards
4. Advance the charged/uncharged line up or down a stairway to locate the fire area and prevent water hammer when operating nozzle.
5. Demonstrate techniques for fire extinguishment, evaluate effectiveness, and perform hydraulic ventilation.
6. Overhaul i.e. removing wall, floor and ceiling components to expose void spaces maintain structural integrity while looking for hidden fires to complete extinguishment.
7. Demonstrate/describe techniques for identifying and protecting/preserving evidence and fire origin/cause.
8. Upon completing assignment or an SCBA low air alarm, evacuate the area following the hose line or guideline.
9. Return the hose line and tools to the starting point which includes, coupling/uncoupling connections, carrying/draining hoses, and reloading pre-connect line for the next use.
10. Describe and demonstrate procedures to be followed if there is SCBA failure or air depletion

Evolution includes fire attack and overhaul.
This evolution should employ the use of live fire and/or artificial smoke.
Test conditions should include low heat and obscured visibility.
Candidates may use a hand light for this evolution.
Candidates should demonstrate their knowledge and skills for sounding the floor
Candidates will perform this test with full PPE/SCBA and be on air.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.4, 5.3.5, 5.3.7, 5.3.8, 5.3.9, 5.3.10, 5.3.13
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Directions to the Candidate
The team member will demonstrate the ability to operate in vision obscured conditions, locate and follow a guideline, conserve air supply, and evaluate areas for hazards and identify a safe haven. The team will advance a fire attack hose line to the designated structure. The team will advance a charged hose line either up or down a stairway as directed by the evaluator. Upon locating the area designated as the fire area, the team will demonstrate extinguishment and overhaul techniques. Upon completion of the evolution the team will describe techniques for identifying area of fire origin and protecting fire cause evidence. You have 5 minutes to reach the fire and a total of 15 minutes for this station.

Upon completion each candidate should describe one item for each of the following:

1. Describe how evidence of an arson fire and origin and cause might be preserved and protected.
2. Describe signs and indications of an arson fire.
3. Discuss firefighter conduct and statements at the scene.

Alternative Questions

Summarize important observations to be made by firefighters:
1. en route to the fire scene
2. after arriving at the scene
3. during firefighting operations

Time Limits – 5 Minutes to Fire
Total Station Test Time – 15 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>Extinguish an interior Class A fire.</td>
<td>A. <strong>Extinguished Interior Class A Fire by:</strong></td>
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<tr>
<td></td>
<td>1. <em>(C)</em> Properly wear full protective equipment including SCBA</td>
</tr>
<tr>
<td></td>
<td>2. Select, couple/uncouple attack line not smaller than 1-1/2 inch</td>
</tr>
<tr>
<td></td>
<td>3. Carry hose and move into place at the point of entry</td>
</tr>
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<td></td>
<td>4. <em>(M)</em> Open/close/adjust pattern to Test nozzle for water and workability</td>
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<tr>
<td></td>
<td>5. <em>(M)</em> Make sure back up fire fighter is in place (on same line as candidate) &amp; team integrity maintained</td>
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<tr>
<td></td>
<td>6. Check door for heat</td>
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<tr>
<td></td>
<td>7. <em>(M)</em> Sound floor for structural integrity, enter structure, stay low conserve air and locate a safe haven void of hazards</td>
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<td></td>
<td>8. Assure structural integrity while advancing hose line up or down between floor levels</td>
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<tr>
<td>ELEMENTS/STEPS</td>
<td>STANDARDS</td>
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<tr>
<td>9. (M) Attack fire using direct, indirect or combination extinguishing techniques and evaluate effectiveness while preventing water hammer</td>
<td></td>
</tr>
<tr>
<td>10. If crew must back out, keep stream operating</td>
<td></td>
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<tr>
<td>11. Salvage – separate, remove or relocate charred material while protecting area of origin and cause</td>
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<tr>
<td>12. Overhaul-remove flooring, ceiling wall components exposing void spaces maintain structural integrity; extinguish hidden fires for complete extinguishment</td>
<td></td>
</tr>
<tr>
<td>13. Overhaul – recognize and preserve signs of fire origin and arson</td>
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<tr>
<td>14. (C) Completed task within listed time limits with no safety violations</td>
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</tbody>
</table>
TEST 7B(1)-Team-Combined Evolutions-Ladder Search & Rescue

Description:
Perform an interior search and rescue via a ladder for a person who has no respiratory protection.

Procedures:
1. Assess environment for tenability
2. Don full PPE and SCBA, using hand lights and hand tools to enter the structure
3. All team members will climb the ladder and enter a second floor window
4. Working in live fire or artificial smoke the team will use proper search techniques
5. Team will locate the victim (rescue mannequin)
6. Team will return and evacuate the victim via ladder
7. Once on the ground, the team will place the victim in a stokes basket or on a long board
8. Return the tools to the starting point

Includes locating and removing victims in live fire or artificial smoke conditions
Candidates may use flashlights, forcible entry tools.
Candidates should demonstrate their knowledge and skills for sounding the floor
Full PPE and SCBA used, candidates will work on SCBA air for this evolution.
The ladder should be secured in place prior to the test, just below the window sill.
Raising, lowering and securing the ladder is not part of the test.
All team members are to enter the structure to participate in the search.
The team is not required to strap the victim to the basket or board.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.4, 5.3.5, 5.3.7, 5.3.8, 5.3.9, 5.3.10
FSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Directions to the Candidate
The team will enter a structure via the secured ladder and search for a victim. Once the victim (rescue mannequin) has been found it should be removed via the ladder and placed in a Stokes Basket or on a long board. You have 5 minutes to reach the victim and a total of 15 minutes to complete the station.

Time Limits – 5 Minutes to Reach Victim
Total Station Test Time – 15 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
<th>WHITE</th>
<th>BLUE</th>
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</thead>
<tbody>
<tr>
<td>Rescue a person without respiratory protection.</td>
<td><strong>A. Search an area of obscured visibility for a victim:</strong></td>
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<td></td>
<td>1. Assess structural tenability and use appropriate ladder for rescue</td>
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<td></td>
<td>2. <strong>(C)</strong> Properly wear full protective equipment including SCBA</td>
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<td>3. <strong>(M)</strong> Ensure necessary tools are with team and present for entry into facility</td>
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<td>4. <strong>(M)</strong> Sound Floor before entry</td>
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<td>5. Enter hazardous area as a team and try to ascertain last location of person (use sight, listen for calls for help)</td>
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<td></td>
<td>6. <strong>(M)</strong> Use Left Hand or Right Hand search pattern</td>
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<td>7. <strong>(M)</strong> Search on hands and knees</td>
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<td>8. <strong>(M)</strong> Fire fighters maintain crew integrity through voice, visual or physical contact</td>
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<td><strong>B. Conduct a primary search</strong></td>
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<td>1. Search one room before moving to another</td>
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<td></td>
<td>2. Search all areas</td>
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<td>3. Pause occasionally to listen</td>
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<td>4. Move up stairs head first and down stairs feet first</td>
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<td>5. Remove unconscious person by carry, drag, or stretcher</td>
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<td></td>
<td><strong>C. Removing unconscious person</strong></td>
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<tr>
<td></td>
<td>1. Two fire fighters in building, one fire fighter on the ladder</td>
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<td></td>
<td>2. Fire fighter on ladder, used proper techniques for receiving victim</td>
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<td></td>
<td>3. Person brought down to the ground, placed in Stokes Basket or on long board</td>
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<td></td>
<td><strong>(C) Completed task within listed time limits with no safety violations</strong></td>
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TEST 7B(2)-Team-Combined Evolutions-Hose Line Search & Rescue

Description:
Perform an interior search and rescue using a charged hose line which includes the following:

1. A firefighter with functioning SCBA
2. A firefighter with non-functioning SCBA
3. The team will also activate appropriate Mayday procedures when victim is found.

Procedures:
1. Assess environment for tenability
2. Don full PPE and SCBA, using hand lights and hand tools to enter the structure
3. Working in obscured vision conditions, the team will use proper search techniques
4. A downed fire fighter will be located (mannequin), Mayday procedures will be activated
5. Team will remove victim using proper drags or carries
6. Team will follow hose back to doorway
7. The team will place the victim in a stokes basket or on a long board
8. Return the tools to the starting point

Includes locating and removing victims in live fire or artificial smoke conditions
Candidates may use flashlights, forcible entry tools.
Candidates should demonstrate their knowledge and skills for sounding the floor
Full PPE and SCBA used, candidates will work on SCBA air for this evolution.
All team members are to enter the structure to participate in the search.
The team is not required to strap the victim to the basket or board.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.4, 5.3.5, 5.3.7, 5.3.8, 5.3.9, 5.3.10, 5.2.4
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
**Directions to the Candidate**
The team will enter a structure following an existing charged hose line and search for a downed firefighter. Once the downed firefighter (rescue mannequin) has been found, the team will activate Mayday procedures. Victim should be removed and placed in a Stokes Basket or on a long board. You have 5 minutes to rescue the downed fire fighter and 15 minutes total for this station.

**Time Limits – 5 Minutes to Downed Fire Fighter**
**Total Station Test Time – 15 Minutes**

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
<th>WHITE</th>
<th>BLUE</th>
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</thead>
<tbody>
<tr>
<td>Rescue a fire fighter with or without functioning respiratory protection</td>
<td>A. <strong>Search and rescue:</strong></td>
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<tr>
<td></td>
<td>1. Assess Structural tenability</td>
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<tr>
<td></td>
<td>2. <em>(C)</em> Properly wear full protective equipment including SCBA</td>
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<td></td>
<td>3. <em>(C)</em> Sweep and sound floor before making entry</td>
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<td></td>
<td>4. Team shall enter hazardous area and ascertain last location of fire fighter (track preexisting hose line, use sight, listen for radio traffic, calls for help or sounding PASS devices)</td>
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<td></td>
<td>5. Conduct a left/right hand search pattern to locate fire fighter</td>
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<td>6. <em>(M)</em> Search on hands and knees</td>
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<td></td>
<td>7. <em>(M)</em> Team members will maintain crew integrity through voice, physical or visual contact</td>
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<td>8. Search one room before moving to another</td>
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<td></td>
<td>9. Search behind and under furniture</td>
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<td></td>
<td>10. Search all areas</td>
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<td></td>
<td>11. <em>(M)</em> Locate fire fighter and advise command</td>
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<td></td>
<td>12. Exit hazardous area with rescued firefighter using appropriate downed firefighter removal techniques</td>
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<tr>
<td></td>
<td>13. <em>(C)</em> <strong>Completed task within listed time limits with no safety violations</strong></td>
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TEST 8 Part 1-Individual-Hazardous Materials Operations
Locating Information in the ERG

Description:
The purpose of Part 1 of this test is to ascertain whether the candidate has the necessary skills and knowledge to find information in the ERG to facilitate emergency response decisions.

Procedures:
Each candidate will be given a current copy of the North American Emergency Response Guide Book (ERG). The candidate will be asked one question about the contents of the ERG to establish their basic knowledge of the different sections. A second question may be asked if the student does not satisfactorily answer the first question. The candidate may use the ERG to assist in answering questions by the evaluator at any time. The Directions to the Candidate will be read to the candidate. The candidate will then be asked questions about the content of each colored section in the ERG. It is then the responsibility of the candidate to describe the various components of each section, which can be found in the white, yellow, blue, orange, and green sections of the ERG. The Criteria Section (Evaluation should include, but is not limited to these criteria) provides specific information which the evaluator shall use to ensure the JPR competencies are met.

Performance Evaluation Guidelines for Test 8 Parts 1 and 2:
NFPA 472, 2013 Edition, 4, 5, 6.2., and 6.6
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets, IFSTA HazMat Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related HazMat materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Directions to the Candidate
Your engine company has been called to an emergency scene involving the release of a hazardous material/WMD. The evaluator will ask you where to find pertinent information in the various sections of the ERG. The sections shall be randomly selected from the ERG by your evaluator. Inform the evaluator of anything that would be pertinent concerning this section of the ERG, just as if you were at the emergency scene with your company officer. Perform this duty as if you were a member of a fire department trained to the operations level of a hazardous materials response.

Total Station Test Time – 15 Minutes
Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
<th>WHITE</th>
<th>BLUE</th>
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</thead>
<tbody>
<tr>
<td>Rescue a fire fighter with or without functioning respiratory protection</td>
<td><strong>A. Locating Information in the ERG:</strong></td>
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<tr>
<td></td>
<td>1. <em>(M)</em> The candidate will identify the yellow bordered of the ERG as a numerical index for use when the UN ID number has been obtained. A UN ID number shall be given to the candidate and they will provide the corresponding chemical name and guide number</td>
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<td></td>
<td>2. <em>(M)</em> The candidate shall identify the blue bordered of the ERG as an alphabetical index for use when a product name has been obtained. A chemical name shall be given to the candidate and they will provide the UN ID and guide number</td>
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<td></td>
<td>3. <em>(M)</em> The candidate shall identify the orange section as containing emergency response guides which describe emergency response procedures for a specific chemical release. The guide information shall include Potential Hazards, Public Safety, and Emergency Response</td>
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<td>4. <em>(M)</em> The candidate shall identify the green section as containing Table 1-Initial Isolation and Protective Action Distances, Table 2 – Water-Reactive Materials Which Produce Toxic Gases, and Table 3 – Initial Isolation and Protective Action Distances for Different Quantities of Six Common TIH Gases</td>
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<td></td>
<td>5. <em>(M)</em> The candidate shall identify the white sections as containing basic directions and information found in the ERG</td>
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<tr>
<td></td>
<td>6. <em>(C)</em> Completed task within listed time limits with no safety violations</td>
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</tbody>
</table>
TEST 8 Part 2A-Individual/Team-Hazardous Materials
Operations Response Actions

Description:
The purpose of Part 2 of this test is to ascertain whether the members of the team have the necessary skills and knowledge to utilize the information they find in the ERG and local planning document SDS to facilitate emergency response actions predicated by the JPR's of the current edition of the NFPA 472.

Procedure:
Each candidate has already been given a current copy of the North American Emergency Response Guide Book (ERG). The team will then be given an emergency scenario and a specific name or a UN ID number of a chemical product by the evaluator. The team shall gather information to prepare their emergency response. This will allow them to establish their basic skills and knowledge of utilizing this information. The team may use the ERG and SDS to assist in finding information at any time. Directions to the Candidate will be read to the team. It is then the responsibility of the team to formulate and describe the emergency response actions they are going to use. The Criteria Section (Evaluation should include, but is not limited to these criteria) provides specific information which the evaluator shall use to ensure the JPR competencies are met. Each candidate shall be asked a question about a JPR from the provided list (INDIVIDUAL RESPONSE TO INDIVIDUAL JPR'S) to individually explain how it pertains to their emergency response.

Performance Evaluation Guidelines for Test 8 Parts 1 and 2:
- IFSTA Instructional Materials – Skills Evaluation Checklist
- Applicable IFSTA Skill Sheets, IFSTA HazMat Textbook Materials
- Current Edition of IFSTA Essentials of Firefighting and related HazMat materials
- Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills
Directions to the Candidate
Your engine company has been called to an emergency scene involving the release of a hazardous material/ WMD. The evaluator will provide you with a scenario and either a chemical name or a chemical UN ID number for the released product at this incident. The chemical shall be randomly selected from the ERG by your evaluator. You are to describe the information that is found in the various sections of the ERG and SDS, as it applies to the chemical you are charged to investigate. It is then the responsibility of the team to formulate and describe the emergency response actions you are going to use. Perform this duty as if you were a member of a fire department trained to the operations level of a hazardous materials response.

Required JPR Questions:
The questions asked to the individual candidate shall be predicated on the JPR’s listed in this section:

JPR 5.1.2.2(3)
Explain implementation of an emergency response plan which shall include one of the following:

1. Establish & enforce scene control procedures & zones
2. Emergency decontamination
3. Communications
4. Evidence preservation
5. Initiate ICS

JPR 5.1.2.2(4)
Explain actions taken at an emergency incident which shall include one the following:

1. Evaluate status/progress of actions while attempting accomplishment of response objectives
2. Communicate the status of a planned response

JPR 5.5.2
Communicate the status of a planned response through the normal chain of command which shall include one of the following:

1. Identify procedures for reporting status of planned responses.
2. Identify methods for emergency notification of emergency conditions

JPR 6.2.1.2
Explain planning the use of PPE provided to perform mission-specific tasks as assigned which shall include one of the following:

1. Plan a response to perform mission-specific task
2. Coordinate planned response to be consistent with SOG'S
3. Terminate an incident by completing reports and documenting use of PPE

JPR 6.2.5.1
Explain reporting & documenting an incident which shall include the following:

1. Explain documentation needed when PPE is used at an incident

Description:
The purpose of this test is to evaluate the ability to establish scene control. Given a scenario involving a hazardous materials/WMD incident, it shall be explained how to establish and maintain scene control. This would include control zones, performing emergency decontamination, and communications between responders.

JPR To Be Tested:
5.1.2.2, 5.4.1(4)-Demonstrate emergency decontamination.

Directions to the Candidate
Given a scenario, appropriate tools and equipment, while wearing appropriate PPE and/or SCBA, and working as a team, the team shall demonstrate the proper activities of emergency decontamination.

Total Station Test Time – 15 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<td>Response objectives were formulated</td>
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<td>3. (M)</td>
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<td>6. (M)</td>
<td>Communication was utilized</td>
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<td>7. (M)</td>
<td>Termination procedures were followed</td>
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<td>8. (M)</td>
<td>Status of incident was continually updated</td>
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<td>9. (M)</td>
<td>Proper emergency decontamination techniques were used</td>
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<td>10. (M)</td>
<td>Patients were cared for, kept secure</td>
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<td>11. (M)</td>
<td>Documentation was initiated</td>
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<td><strong>TEAM</strong></td>
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<tr>
<td>1. (C)</td>
<td>Establishes control zones</td>
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<td>2. (M)</td>
<td>Determines wind direction, water spray, run off, &amp; collection</td>
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<tr>
<td>3. (C)</td>
<td>Selects, dons, works in, and doffs proper PPE and SCBA</td>
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<td>4. (C)</td>
<td>All tasks are completed in a safe manner</td>
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<td>5. (C)</td>
<td>Completed task within listed time limits with no safety violations</td>
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Description:
The purpose of this test is to demonstrate the ability to don, work in, and doff the equipment provided to support mission-specific tasks.

JPR'S To Be Tested:
6.2.4.1, 6.2.1.2

Demonstrate the ability to don, work in, and doff personal protective equipment provided.
Demonstrate local procedures for responders undergoing the technical decontamination process.

Directions to the Candidate
Given a scenario and the incident action plan involving hazardous/WMD materials, the team or candidate shall demonstrate the ability to don, work in, and doff personal protective equipment, including self-contained breathing apparatus. The team or individual shall demonstrate the proper set up for technical decontamination and while wearing appropriate PPE and/or SCBA, and working as part of a team, the candidates shall demonstrate proper decontamination procedures. At the conclusion of the evolution, the candidates shall demonstrate the proper doffing procedures of PPE & SCBA.

Total Station Test Time – 15 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<td>4. (M)</td>
<td>Sets up decontamination area properly</td>
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<td>5. (M)</td>
<td>Decontaminates people properly</td>
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<td>6. (M)</td>
<td>Allows ample time for decontamination</td>
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<td>7. (C)</td>
<td>All tasks are completed in a safe manner</td>
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TEST 8 Part 2A and 2B(3)-Individual/Team-Hazardous Materials
Operations Protective Actions

Description:
The purpose of this test is to evaluate a team’s ability to perform control options. Given an incident action plan for a hazardous materials/WMD incident, with the capabilities and equipment provided, the team assigned to perform product control shall demonstrate the control functions set out in the plan.

JPR To Be Tested:
6.6.4.1(1)(j)
Using the type of special purpose or hazard suppressing foams or agents and foam equipment furnished demonstrate the application of the foam(s) or agent(s) on a spill or fire involving hazardous materials/WMD.

Directions to the Candidate
Given a scenario and the incident action plan involving hazardous/WMD materials, the candidate's shall demonstrate the ability to don, work in, and doff personal protective equipment, including self-contained breathing apparatus. While wearing appropriate PPE and/or SCBA, and working as part of a team, the candidates shall demonstrate the proper setting up and application of vapor suppressing agent/foam on a spill of hazardous/WMD material. At the conclusion of the evolution, the candidates shall demonstrate the proper doffing procedures of PPE & SCBA.

Total Station Test Time – 15 Minutes

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<td>6. (M) Communication was utilized</td>
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<td>7. (M) Termination procedures were followed</td>
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<td>1. (C) Establishes control zones</td>
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<td>2. (M) Determines wind direction, water spray, &amp; run off</td>
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<td>3. (C) Selects, dons, works in, and doffs proper PPE and SCBA</td>
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Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General
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<td>4. (M)</td>
<td>Determines the appropriate foam and delivery system is properly assembled</td>
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<td>5. (M)</td>
<td>The system is properly proportioned</td>
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<td>6. (M)</td>
<td>Foam/agent is properly applied</td>
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<td>7. (M)</td>
<td>Backs away from incident while still applying foam when mission is completed</td>
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<td>8. (M)</td>
<td>Flushes entire foam/agent system with clean water</td>
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<td>9. (C)</td>
<td>All tasks are completed in a safe manner</td>
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<td>10. (C)</td>
<td>Completed task within listed time limits with no safety violations</td>
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**Description:**
The purpose of this test is to evaluate the ability to perform control options. Given an incident action plan for a hazardous materials/WMD incident, with the capabilities and equipment provided, the team assigned to perform product control shall demonstrate the control functions set out in the plan.

**JPR To Be Tested:**
6.6.4.1(3)(a)(b)
Absorption
Adsorption

**Directions to the Candidate**
Given a scenario, appropriate tools and equipment, while wearing appropriate PPE and/or SCBA, and working as a team, candidates shall demonstrate the proper control activities of absorption & adsorption. The candidates shall first absorb spill contents and then apply adsorbents to the remaining product. Candidates shall use two different sorbent materials for completing the task. The evaluator shall act as a hazmat technician and provide the name or UN number of the spilled product. The candidates shall be expected to choose the appropriate products and follow the directions.

**Total Station Test Time – 15 Minutes**

**Passing Criteria (Failures):** 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<td>6. (M) Communication was utilized between responders and the normal chain of command</td>
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<td>7. (M) Termination procedures were followed completion of incident</td>
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<td>1.  (C)</td>
<td>Establishes control zones</td>
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<td>2.  (M)</td>
<td>Considers wind direction, water spray, &amp; run off</td>
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<td>3.  (C)</td>
<td>Selects, dons, works in, and doffs proper PPE and SCBA</td>
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<tr>
<td>4.  (M)</td>
<td>Selects proper absorbents and adsorbents for spill</td>
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<td>5.  (M)</td>
<td>Properly places absorbents and adsorbents on the spill with minimal disruption</td>
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<td>6.  (C)</td>
<td>All tasks are completed in a safe manner</td>
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<td>7.  (C)</td>
<td>Completed task within listed time limits with no safety violations</td>
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Description:
The purpose of this test is to evaluate the ability to perform control options. Given an incident action plan for a hazardous materials/WMD incident, with the capabilities and equipment provided, the team assigned to perform product control shall demonstrate the control functions set out in the plan.

JPR To Be Tested:
6.6.4.1(3)(c)
Damming

Directions to the Candidate
Given a scenario, appropriate tools and equipment, while wearing appropriate PPE and/or SCBA, and working as a team, the candidates shall demonstrate the proper control activities of damming. The team shall construct a dam to confine a spilled or leaking product.

Total Station Test Time – 15 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<thead>
<tr>
<th><strong>TEAM</strong></th>
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<tbody>
<tr>
<td>1. (C) Establishes control zones</td>
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<td>2. (M) Considers wind direction, water spray, &amp; run off</td>
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<td>3. (C) Selects, dons, works in, and doffs proper PPE and SCBA</td>
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<td>4.</td>
<td>(M) Selects proper damming material and equipment</td>
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<td>5.</td>
<td>(M) Constructs dam using materials provided</td>
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<td>6.</td>
<td>(C) All tasks are completed in a safe manner</td>
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<td>7.</td>
<td>(C) <strong>Completed task within listed time limits with no safety violations</strong></td>
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</table>
Description:
The purpose of this test is to evaluate the ability to perform control options. Given an incident action plan for a hazardous materials/WMD incident, with the capabilities and equipment provided, the team assigned to perform product control shall demonstrate the control functions set out in the plan.

JPR To Be Tested:
6.6.4.1(3)(d)
Diking

Directions to the Candidate
Given a scenario, appropriate tools and equipment, while wearing appropriate PPE and/or SCBA, and working as a team, the candidates shall demonstrate the proper control activities of diking. The team shall construct a dike around a leaking or spilled container.

Total Station Test Time – 15 Minutes
Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<td>4. (M) An ICS was established</td>
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<td>1. (C) Establishes control zones</td>
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Fire Fighter I Certification Preparation Guide
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<td>3. <em>(C)</em> Selects, dons, works in &amp; doffs proper PPE &amp; SCBA</td>
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<td>4. <em>(M)</em> Selects proper diking material and equipment</td>
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<td>5. <em>(M)</em> Places diking material in proper location</td>
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<td>6. <em>(C)</em> All tasks are completed in a safe manner</td>
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<td>7. <em>(C)</em> Completed task within listed time limits with no safety violations</td>
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TEST 8 Part 2A and 2B(7)-Individual/Team-Hazardous Materials
Operations Protective Actions

Description:
The purpose of this test is to evaluate the ability to perform control options. Given an incident action plan for a hazardous materials/WMD incident, with the capabilities and equipment provided, the team assigned to perform product control shall demonstrate the control functions set out in the plan.

JPR To Be Tested:
6.6.4.1(3)(e)
Dilution
Directions to the Candidate
Given a scenario, appropriate tools and equipment, while wearing appropriate PPE and/or SCBA, and working as a team, the candidates shall demonstrate the proper control activities of dilution. The team shall dilute a spill of a hazardous material liquid.

Total Station Test Time – 15 Minutes
Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<td>1. (M) An incident action plan was formulated</td>
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<td>2. (M) Response objectives were formulated</td>
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<td>3. (M) Scene control procedures were established and enforced</td>
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<td>4. (M) An ICS was established</td>
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<td>5. (M) Evidence collection &amp; preservation procedures were addressed</td>
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<td>7. (M) Termination procedures were followed completion of incident</td>
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<td>8. (M) Status of incident was continually updated</td>
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<td>9. (M) Documentation was initiated for incident</td>
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<td><strong>TEAM</strong></td>
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<td>1. (C) Establishes control zones</td>
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<tr>
<td>2. (M) Considers wind direction, water spray, &amp; run off</td>
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<tr>
<td>3. (C) Selects, dons, works in &amp; doffs proper PPE &amp; SCBA</td>
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<td>4. (C) Identifies whether the material can be diluted with water or other chemicals</td>
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<td>5. (M) Dilutes with an adequate amount of water</td>
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<td>6. (M) Requests that the spill area be tested for proper reduction of hazardous materials</td>
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<tr>
<td>7. (C) All tasks are completed in a safe manner</td>
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<tr>
<td>8. (C) Completed task within listed time limits with no safety violations</td>
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</table>

**Description:**
The purpose of this test is to evaluate the ability to perform control options. Given an incident action plan for a hazardous materials/WMD incident, with the capabilities and equipment provided, the team assigned to perform product control shall demonstrate the control functions set out in the plan.

**JPR To Be Tested:**
- 6.6.4.1(3)(f)
- Diversion
**Directions to the Candidate**

Given a scenario, appropriate tools and equipment, while wearing appropriate PPE and/or SCBA, and working as a team, the candidates shall demonstrate the proper control activities of diversion. The team shall divert the flow of material to a safe location or prevent it from flowing into a storm drain.

*Total Station Test Time – 15 Minutes*

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

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<tr>
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<tr>
<td>1. (M)</td>
<td>An incident action plan was formulated</td>
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<td>2. (M)</td>
<td>Response objectives were formulated</td>
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<tr>
<td>3. (M)</td>
<td>Scene control procedures were established and enforced</td>
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<td>4. (M)</td>
<td>An ICS was established</td>
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<td>5. (M)</td>
<td>Evidence collection &amp; preservation procedures were addressed</td>
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<tr>
<td>6. (M)</td>
<td>Communication was utilized between responders and the normal chain of command</td>
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<tr>
<td>7. (M)</td>
<td>Termination procedures were followed completion of incident</td>
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<td>8. (M)</td>
<td>Status of incident was continually updated</td>
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<td>Documentation was initiated for incident</td>
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<td><strong>TEAM</strong></td>
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<tr>
<td>1. (C)</td>
<td>Establishes control zones</td>
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<tr>
<td>2. (M)</td>
<td>Considers wind direction, water spray, &amp; run off</td>
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<tr>
<td>3. (C)</td>
<td>Selects, dons, works in &amp; doffs proper PPE &amp; SCBA</td>
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<tr>
<td>4. (M)</td>
<td>Selects proper diversion material and equipment</td>
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<td>5. (M)</td>
<td>Flowing material is diverted to another area</td>
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<td>6. (M)</td>
<td>Diversion device is properly constructed</td>
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<tr>
<td>7. (C)</td>
<td>All tasks are completed in a safe manner</td>
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<tr>
<td>8. (C)</td>
<td>Completed task within listed time limits with no safety violations</td>
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**Description:**
The purpose of this test is to evaluate the ability to perform control options. Given an incident action plan for a hazardous materials/WMD incident, with the capabilities and equipment provided, the team assigned to perform product control shall demonstrate the control functions set out in the plan.

**JPR To Be Tested:**
6.6.4.1(3)(g)
Retention

**Directions to the Candidate**
Given a scenario, appropriate tools and equipment, while wearing appropriate PPE and/or SCBA, and working as a team, the candidates shall demonstrate the proper retention activities. The team shall construct a retaining structure preventing a spill from flowing away.

**Total Station Test Time – 15 Minutes**

**Passing Criteria (Failures):** 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>7.</td>
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<td><strong>TEAM</strong></td>
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<td>1.</td>
<td><em>(C)</em> Establishes control zones</td>
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<td>2.</td>
<td><em>(M)</em> Considers wind direction, water spray, &amp; run off</td>
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<td>3.</td>
<td><em>(C)</em> Selects, dons, works in, and doffs proper PPE and SCBA</td>
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<td>4. (M)</td>
<td>Selects proper diversion material and equipment</td>
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<td>5. (M)</td>
<td>Constructs proper retention device with material provided</td>
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<td>6. (M)</td>
<td>Hazardous material is prevented from flowing away</td>
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<td>7. (C)</td>
<td>All tasks are completed in a safe manner</td>
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**Description:**
The purpose of this test is to evaluate the ability to perform control options. Given an incident action plan for a hazardous materials/WMD incident, with the capabilities and equipment provided, the team assigned to perform product control shall demonstrate the control functions set out in the plan.

**JPR To Be Tested:**
- 6.6.1.2.2 (h)(i), 6.6.1.2.2 (1)(a)(b), 6.6.4.1 (3)(h), and 6.6.4.1(3)(i)
  Remote valve shutoff and vapor dispersion

**Directions to the Candidate**
Given a scenario, appropriate tools and equipment, while wearing appropriate PPE and/or SCBA, and working as a team, the candidates shall demonstrate the proper control activities of remote valve shutoff and vapor dispersion. The team shall utilize a hose line and fog pattern to approach a gas leak while dispersing vapors and shutting the remote valve off.

**Total Station Test Time – 15 Minutes**

**Passing Criteria (Failures):** 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<td><strong>TEAM</strong></td>
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<td>1.  (C) Establishes control zones</td>
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<td>3.  (C) Selects, dons, works in, and doffs proper PPE and SCBA</td>
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<tr>
<td>4.</td>
<td>(M) Selects proper equipment</td>
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<td>5.</td>
<td>(C) Fog pattern is appropriate for protection and dispersion</td>
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<td>6.</td>
<td>(M) Hose line is handled adequately</td>
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<td>7.</td>
<td>(C) Backs away from scene with fog pattern activated</td>
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<td>8.</td>
<td>(C) Remote valve is shut off correctly</td>
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<td>9.</td>
<td>(C) All tasks are completed in a safe manner</td>
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<td>10.</td>
<td>(C) Completed task within listed time limits with no safety violations</td>
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TEST 9A(1)-Team-Forcible Entry Positive Pressure Ventilation

Description:
The team will demonstrate forcible entry and positive pressure ventilation.

Procedures:
1. The team will select the appropriate tools to affect forcible entry through the provided door.
2. The team will demonstrate and describe the correct use of the forcible entry tools.
3. The team will demonstrate and describe the placement of the power fan to create positive pressure ventilation for various structure types including basements/lower levels, windowless buildings, etc.
4. The team will start and operate the power fan in a safe and effective manner.

Note: Due to the candidates lack of familiarity with equipment at a test site the evaluator may need to coach the team on the starting/running of the power fan.

Performance Evaluation Guidelines:

NFPA 1001 – JPR 5.3.4, 5.3.11, 5.3.12
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills

Directions to the Team
Given the necessary tools and equipment, the team will demonstrate/describe forcible entry into a structure through the door provided for the test. The team will then set up a power fan for positive pressure ventilation of the structure through the door. The team must successfully operate the fan and properly place it for safe operation. You have 5 minutes to complete this station.

Note: Due to the candidates lack of familiarity with equipment at a test site the evaluator may need to coach the team on the starting/running of the power fan.

Total Station Test Time – 5 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

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<td>Force entry through assorted types of doors</td>
<td>A. <em>Doors that open towards a fire fighter</em></td>
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<tr>
<td></td>
<td>1. <em>(M)</em> Proper PPE worn</td>
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<td>2. Select correct prying tools</td>
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<td>3. <em>(M)</em> Try before pry</td>
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<td>4. Insert blade of tool between door and the jamb near lock</td>
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<td>5. Force blade in and against rabbit</td>
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<td></td>
<td>6. Pry tool away from door to move door and jamb apart</td>
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<td></td>
<td>7. Pull door open</td>
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### ELEMENTS/STEPS

<table>
<thead>
<tr>
<th>B. Doors that open away from a fire fighter</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (M) Proper PPE worn</td>
<td></td>
</tr>
<tr>
<td>2. Select correct prying tools</td>
<td></td>
</tr>
<tr>
<td>3. (M) Try before you pry</td>
<td></td>
</tr>
<tr>
<td>4. Loosen and remove door stop</td>
<td></td>
</tr>
<tr>
<td>5. Insert blade between door and jamb</td>
<td></td>
</tr>
<tr>
<td>6. Make initial pry</td>
<td></td>
</tr>
<tr>
<td>7. Pry door away from the jamb until boot passes keeper</td>
<td></td>
</tr>
</tbody>
</table>

**Total Station Test Time – 5 Minutes**

**Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General**

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performed positive pressure ventilation on a structure as a member of a team, structure cleared of smoke.</td>
<td>A. Ventilation</td>
</tr>
<tr>
<td>1. (M) Proper PPE worn</td>
<td></td>
</tr>
<tr>
<td>2. Establish point of entry</td>
<td></td>
</tr>
<tr>
<td>3. (M) Note wind direction</td>
<td></td>
</tr>
<tr>
<td>4. Fan placed appropriately</td>
<td></td>
</tr>
<tr>
<td>5. Exhaust opening appropriate</td>
<td></td>
</tr>
<tr>
<td>6. Closed doors within structure to speed up process (if necessary)</td>
<td></td>
</tr>
<tr>
<td>7. Smoke cleared</td>
<td></td>
</tr>
<tr>
<td>8. (C) Completed task within listed time limits with no safety violations</td>
<td></td>
</tr>
</tbody>
</table>
TEST 9A(2)-Team-Forcible Entry Negative Pressure Ventilation

Description:
The team will demonstrate forcible entry and negative pressure ventilation.

Procedures:
1. The team will select the appropriate tools to affect forcible entry through the door provided for the test.
2. The team will demonstrate and describe the correct use of the forcible entry tools.
3. The team will demonstrate and describe the placement of the power fan to create negative pressure ventilation of the structure.
4. The team will start and operate the power fan in a safe and effective manner.

Note: Due to the candidates lack of familiarity with equipment at a test site the evaluator may need to coach the team on the starting/running of the power fan.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.4, 5.3.11, 5.3.12
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills

Directions to the Team
Given the necessary tools and equipment, the team will demonstrate forcible entry into a structure through the door provided for the test. The team will then set up a power fan for negative pressure ventilation of the structure through the door. The team must successfully operate the fan and properly place it for safe operation. You have 5 minutes to complete this station.

Note: Due to the candidates lack of familiarity with equipment at a test site the evaluator may need to coach the team on the starting/running of the power fan.

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
<th>WHITE</th>
<th>BLUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Force entry through</td>
<td>A. Doors that open towards a fire fighter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assorted types of doors</td>
<td>1. (M) Proper PPE worn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Select correct prying tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. (M) Try before pry</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4. Insert blade of tool between door and the jamb near lock</td>
<td></td>
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<tr>
<td></td>
<td>5. Force blade in and against rabbit</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>6. Pry tool away from door to move door and jamb apart</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>7. Pull door open</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENTS/STEPS</td>
<td>STANDARDS</td>
<td>RED</td>
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</tr>
<tr>
<td>B. Doors that open away from a fire fighter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (M) Proper PPE worn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Select correct prying tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. (M) Try before you pry</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Loosen and remove door stop</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Make initial pry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Pry door away from the jamb until boot passes keeper</td>
<td></td>
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</tbody>
</table>

**Total Station Test Time – 5 Minutes**

**Passing Criteria (Failures):** 1 Critical, 2 Major, 3 General or combination of 3 Major/General

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
<th>WHITE</th>
<th>BLUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performed positive pressure ventilation on a structure as a member of a team, structure cleared of smoke.</td>
<td>A. Ventilation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (M) Proper PPE worn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. (M) Note wind direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Establish point of entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fan placed appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Exhaust opening appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Closed doors within structure to speed up process (if necessary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Smoke cleared</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. (C) Completed task within listed time limits with no safety violations</td>
<td></td>
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</tr>
</tbody>
</table>
TEST 9A(3)-Team-Forcible Entry Hydraulic Ventilation

Description:
The team will demonstrate forcible entry and hydraulic ventilation.

Procedures:
1. The team will select the appropriate tools to affect forcible entry through the door or window provided for the test.
2. The team will demonstrate and describe the correct use of the forcible entry tools.
3. The team will demonstrate and describe the placement of the hose line to create negative pressure ventilation of the structure.
4. The team will start and operate the hose line in a safe and effective manner.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.4, 5.3.11, 5.3.12
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
IFSTA Essentials Textbook Materials
Current Edition of IFSTA Essentials of Firefighting and related curriculum materials
Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills

Directions to the Team
Given the necessary tools and equipment, the team will demonstrate forcible entry into a structure through the window or door provided for the test. The team will then operate a hose line (1½” or 1¾” hand lines) for negative pressure ventilation of the structure through the door or window. The team must successfully operate the hose line and properly place it for safe and effective operation. You have 5 minutes to complete this station.

Total Station Test Time – 5 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform forcible entry and hydraulic ventilation</td>
<td>A. Forcible Entry and Hydraulic Ventilation</td>
</tr>
<tr>
<td></td>
<td>1. (M) Proper use of PPE</td>
</tr>
<tr>
<td></td>
<td>2. Proper selection of a forcible entry tool based on the scenario given</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate and explain the proper usage of forcible entry tools</td>
</tr>
<tr>
<td></td>
<td>4. Use method of forcible entry which produces least amount of damage</td>
</tr>
<tr>
<td></td>
<td>5. (M) Tried door or window before forcing entry</td>
</tr>
<tr>
<td></td>
<td>6. Safe and proper methods of breaking glass and locks</td>
</tr>
<tr>
<td></td>
<td>7. Properly set up and operate hose lines using safe techniques</td>
</tr>
</tbody>
</table>

RED WHITE BLUE
<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
<th>WHITE</th>
<th>BLUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. (M)</td>
<td>Demonstrate proper stream pattern and placement for ventilation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Remove obstacles that could impede ventilation efforts</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Demonstrate or describe ventilation draft path</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrate and/or describe measures to minimize water damage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. (C)</td>
<td>Completed task within listed time limits with no safety violations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEST 9A(4)-Team-Vertical Ventilation

Description:
Perform vertical ventilation on a structure as part of a team, given an assignment, personal protective equipment, ground/roof ladders, and tools; so ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished.

Procedures:
1. The ability to transport, hoist and operate ventilation tools and equipment
2. Select, carry, deploy and secure roof ladder for ventilation.
3. Demonstrate the ability to cut flooring or roofing materials for basement, flat or pitched roofs.
4. Demonstrate techniques to sound a roof for integrity.
5. Clear an opening with hand tools.

Note: Starting/running of the power saw shall not be done during the test. The chain may be removed from the bar of a chain saw. The emphasis of the test should be on the safe and proper placement of the opening and other ventilation safety considerations. The use of hoisting ropes and carrying straps is not required. The candidates are required to be on air during the test.

Performance Evaluation Guidelines:
NFPA 1001 – JPR 5.3.12
IFSTA Instructional Materials – Skills Evaluation Checklist
Applicable IFSTA Skill Sheets
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Current Edition of Jones and Bartlett Fundamentals of Fire Fighter Skills

Directions to the Team
Following a series of questions of the team and given the necessary tools and equipment, the team will demonstrate vertical ventilation. The team will demonstrate an acceptable and safe technique for providing a ventilation opening in a pitched roof simulator. Each candidate will be given a specific role in this evolution. Full PPE and SCBA should be worn and candidate on air. You have 10 minutes to complete this station.

1. Prior to the climb evaluator indicates wind direction.

Questions:
(Each candidate shall answer two of the following questions)

Describe safety considerations for operating on the roof.
How do you determine where the ventilation hole should be cut?
How do you determine roof ladder placement?
What considerations should be made prior to cut?
What are the proper carrying procedures of a chain saw?
Describe proper technique when climbing with and using pike pole.
Note: Starting/running of the power saw shall not be done during the test. The chain may be removed from the bar of a chain saw. The emphasis of the test should be on the safe and proper ventilation and safety considerations. The use of hoisting ropes and carrying straps is not required.

Total Station Test Time – 10 Minutes

Passing Criteria (Failures): 1 Critical, 2 Major, 3 General or combination of 3 Major/General

<table>
<thead>
<tr>
<th>ELEMENTS/STEPS</th>
<th>STANDARDS</th>
<th>RED</th>
<th>WHITE</th>
<th>BLUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using both hand and power tools, sound the roof/floor, and cut roofing/flooring materials to vent pitched roofs, flat roofs, or a basement.</td>
<td><strong>Ventilate a pitched roof using hand and power tools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (C)</td>
<td>Proper use of PPE and SCBA (on air)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. (M)</td>
<td>Note wind direction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. (M)</td>
<td>Deploy roof ladder and sound roof for integrity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. (M)</td>
<td>Safely hoist and carry ventilation tools/equipment while ascending/descending ladders and operating ventilation tools and equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. (M)</td>
<td>Locate position for opening at highest point on roof above fire area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. (M)</td>
<td>Sound roof for location of supports and mark location</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. (M)</td>
<td>Demonstrate cutting roof sheathing alongside rafter or support with power saw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. (M)</td>
<td>Make opening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Cantilever roof section in accordance with wind direction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. (M)</td>
<td>Use pike pole to open ceiling below</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. (M)</td>
<td>Observe all safety precautions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. (C)</td>
<td>Completed task within listed time limits with no safety violations</td>
<td></td>
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</tr>
</tbody>
</table>
Firefighter Code of Ethics

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following...

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member’s safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers
Firefighter Code of Ethics Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word ethos, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.
The mission of the Wisconsin Technical College System is to provide citizens with comprehensive technical and adult education that:

- Enables individuals to acquire the occupational education necessary for full participation and advancement in the workforce;
- Provides remedial and basic skills education to enable individuals to function as literate members of society;
- Fosters economic development through on-site training and technical assistance to business, industry, and labor.

[Image]

https://mywtcs.wtcsystem.edu/fire-service

The mission of Wisconsin Fire Service Education Office is to provide the state’s fire service personnel with:

- A comprehensive education and training program in fire prevention and protection;
- Certification according to standards established by the National Fire Protection Association.
The Wisconsin Technical College System is in full compliance with state and federal equal opportunity non-discrimination laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act, Workforce Investment Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCS not to illegally discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System, Attention Human Resources Officer, P.O. Box 7874, Madison, Wisconsin 53707-7874, telephone (608) 267-9745 or call the Wisconsin Relay System at 711.