

# Fire Officer 1

## Framework



Based on NFPA 1021, 2020 edition



## INTRODUCTION

Welcome to the International Fire Service Accreditation Congress (IFSAC) Fire Officer I Certification process in Idaho. The current NFPA 1021 Standard for Fire Officer Professional Qualification is the training and certification standard to which the Idaho Fire Service Training (FST) complies. The current International Fire Service Training Association (IFSTA) Fire and Emergency Services Company Officer provides the training curriculum, which is mentioned in the written and skills requisite knowledge test. Other training programs are available and can be used to achieve the basic requirements.

### THREE STEPS TO THE CERTIFICATION PROCESS:

1. **Pre-Requisites** - All candidates must hold an IFSAC certification, received reciprocity, OR obtained equivalency through the Idaho FST qualification review process for Fire Fighter II and Fire Instructor I.
2. **Fire Officer I Written Test of Requisite Knowledge** - All candidates must successfully pass a 100-question test based on the knowledge requirements from the current NFPA 1021 standard
3. **Fire Officer I Portfolio Project Requisite Skill Demonstration** - All candidates must successfully complete the Fire Officer I portfolio project to demonstrate the skill competencies.

Successful completion of the above processes will result in the issuance of an Idaho Fire Officer I Certification that is accredited by IFSAC.

### FIRE OFFICER 1 WRITTEN EXAM

Written exams are scheduled as needed by local authorities having jurisdictions (AHJ's) and training associations within each region of the state. Dates for all certification tests can be found on the calendar located on the Fire Service Training website. If there are no tests scheduled in your area have your Chief or Training Officer contact FST to schedule one.

### FIRE OFFICER PORTFOLIO EXAM

A review committee, chosen by FST, is made up of a select group of pre-qualified Fire Officer evaluators. Your Fire Officer I Portfolio will be given to ONE evaluator to assess and evaluate for completeness and acceptable presentation of skills. The Idaho Fire Service Training Fire Officer I grading rubric will determine if each activity passes or fails. The outcomes of the review will be communicated to you by FST. Candidates who do not successfully complete all of the requirements in the portfolio will be notified and given the opportunity to re-submit any activities that were identified. Candidates will be granted one (1) resubmission of portfolio activity. FST will assign a new evaluator to review the resubmitted activity. Candidates who are unsuccessful in both tries must restart the process one (1) year after the most recent attempt.

If you would like to appeal a process, refer to the Idaho Fire Service Training Standard Operating Guidelines and Procedures Training & Certification, Chapter 3: Certifications, Section Q: Testing Appeals Process. A copy of the Standard Operating Guidelines and Procedures is located on the Fire Service Training website.

Refer to "Fire Officer I Project Portfolio Instructions" to complete and submit the portfolio component of the Fire Officer IFSAC certification exam.



## Fire Officer I Project Portfolio Instructions:

### TWO MAIN OBJECTIVES

1. Documentation of the job performance requirements (JPR) competencies required to act as a Fire Officer I in accordance with the current NFPA 1021 standard.
2. Verifying that the applicant can carry out the tasks proficiently within the constraints of the Standard Operating Guidelines (SOGs) and the staffing levels established by their AHJ.

### COMPLETEING THE PORTFOLIO

- A template on how your portfolio should be formatted is located on the FST website along with the activity/skills sheets.
- It is critical to note that this is NOT a group project, and narratives must be original in order to avoid plagiarism.
- A Chief Officer from the candidate's agency must conduct the initial evaluation of the goals listed in the grading criteria. The AHJ representative initials each activity, on the activity forms provided below, validating that the candidate's level of performance satisfies the Professional Qualification Standards defined by NFPA 1021 for Fire Officer I. By signing the Fire Officer application for portfolio submission, you are verifying that all tasks were met to the standards defined under each activity. This is the first unofficial evaluation for the candidate and will set them up for successfully completing the portfolio project. Submit the initialed activity forms with the Fire Officer 1 Portfolio Project application.
- All activities necessary for the portfolio project must be done regardless of whether or not your agency delivers these services.
- At the end of this document, there is an NFA 1021 Reference Table and the Idaho Fire Service Training Fire Officer I grading rubric to help define the goal of each task and the evaluation components that must be satisfied. As you finish your project portfolio, refer to both of these materials.
- The two approved methods for completing each task are actual incidences or Competency Testing Scenarios presented as promotional testing stations (live or simulated). The method utilized, as well as the date it was completed, should be specified in the activity summary. When the activity requires supervision or crew contact, include the number of people who are being overseen or taught.

### SUBMITTING THE PORTFOLIO

Send all of the documents at once to FST at [FST@CTE.Idaho.GOV](mailto:FST@CTE.Idaho.GOV) Provide each of the three items below in one PDF. For simpler grading, attach each activity labeled in its unique PFD file in the same email.

- A signed Fire Officer 1 Portfolio Application with initialed activity forms
- Signed Plagiarism Declaration form
- PDF copy of your portfolio



# Certification Application

## FIRE OFFICER I - WRITTEN

Recommended study materials for the Fire Instructor I written exam: IFSTA Fire and Emergency Services Company Officer 6<sup>TH</sup> edition

EACH APPLICANT IS RESPONSIBLE FOR COMPLETING ALL PREREQUISITIES PER FST GUIDELINES AND POLICIES.

LAST NAME		FIRST NAME			MIDDLE INITIAL	
SSN		DATE OF BIRTH		EMAIL		
WORK PHONE		HOME PHONE			CELL PHONE	
MAILING ADDRESS		CITY	STATE	ZIP	COUNTY	
FIRE DEPARTMENT AFFILIATION ___ CAREER ___ VOLUNTEER ___ COMBINATION						
FIRE DEPARTMENT MAILING ADDRESS			CITY	STATE	ZIP	
WRITTEN TEST DATE REQUESTED		LOCATION			INITIAL TEST <input type="checkbox"/>	RETEST <input type="checkbox"/>
I certify that the applicant has satisfactorily demonstrated the knowledge in the required competencies for NFPA 1021, 2020 edition, Standard for Fire Officer I professional qualifications.						
CHIEF OFFICER OR TRAINING OFFICER NAME (PLEASE PRINT)		<input type="text"/>				
CHIEF OFFICER OR TRAINING OFFICER SIGNATURE		<input type="text"/>			DATE	<input type="text"/>
CHIEF OFFICER OR TRAINING OFFICER PHONE NUMBER:		<input type="text"/>				
CHIEF OFFICER OR TRAINING OFFICERS EMAIL:		<input type="text"/>				
<input type="checkbox"/> Check the box if you need testing accommodations and download and <u>fill out a testing accommodation form</u> . All requests for accommodations are confidential and will not be made available to anyone outside of FST.						
The information contained in this application is correct to the best of my knowledge. I understand and agree that any false statements or omissions of material facts will cause denial or forfeiture of my certification. I grant Fire Service Training (FST) or its authorized representatives' permission to review my department files, college/academic records, and other related training documentation. By signing this document, I acknowledge the release of my exam results and certifications to my affiliated departments Chief Officer and/or Training Officer.						
APPLICANT'S SIGNATURE		<input type="text"/>			DATE	<input type="text"/>
Email completed form to <a href="mailto:fst@cte.idaho.gov">fst@cte.idaho.gov</a> OR Fax to 208-429-5559						



# Certification Application

## FIRE OFFICER I – PORTFOLIO PROJECT

Recommended study materials for the Fire Instructor I written exam: IFSTA Fire and Emergency Services Company Officer 6<sup>TH</sup> edition

EACH APPLICANT IS RESPONSIBLE FOR COMPLETING ALL PREREQUISITIES PER FST GUIDELINES AND POLICIES.

LAST NAME		FIRST NAME			MIDDLE INITIAL	
SSN		DATE OF BIRTH		EMAIL		
WORK PHONE		HOME PHONE		CELL PHONE		
MAILING ADDRESS		CITY	STATE	ZIP	COUNTY	
FIRE DEPARTMENT AFFILIATION ___ CAREER ___ VOLUNTEER ___ COMBINATION						
FIRE DEPARTMENT MAILING ADDRESS		CITY	STATE	ZIP		
I certify that the applicant has satisfactorily demonstrated the knowledge in the required competencies skills activities AND I have verified that the Fire Officer I portfolio meets all standards outlined in each actively for NFPA 1021, Standard for Fire Officer I professional qualifications.						
CHIEF OFFICER OR TRAINING OFFICER NAME (PLEASE PRINT)	<input type="text"/>					
CHIEF OFFICER OR TRAINING OFFICER SIGNATURE	<input type="text"/>			DATE	<input type="text"/>	
CHIEF OFFICER OR TRAINING OFFICER PHONE NUMBER:	<input type="text"/>					
CHIEF OFFICER OR TRAINING OFFICERS EMAIL:	<input type="text"/>					
Email completed application form, initialed activity forms, a signed Plagiarism Declaration form, and a <b>PDF</b> copy of the Portfolio to FST at FST@CTE.Idaho.GOV (please send all three in separate attachments in the same email).						
The information contained in this application is correct to the best of my knowledge. I understand and agree that any false statements or omissions of material facts will cause denial or forfeiture of my certification. I grant Fire Service Training (FST) or its authorized representatives' permission to review my department files, college/academic records, and other related training documentation. By signing this document, I acknowledge the release of my exam results and certifications to my affiliated departments Chief Officer and/or Training Officer.						
APPLICANT'S SIGNATURE			DATE			



## Plagiarism Declaration Form

Name: _____
Affiliation:
Chief Officer:

The following definition of plagiarism is taken from the MLA Handbook for Writers of Research Papers, Theses and Dissertations (MLA: New York, 1977, 99 4-5)

“Plagiarism may take the form of repeating another’s sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else’s argument as your own, or even presenting someone else’s line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Although a writer may use other person’s words and thoughts they must be acknowledged as such (by the use of the appropriate reference, and by the insertion of quotation marks around any words directly quoted.”

### **PLAGERISM DECLARATION**

I recognize and realize that plagiarism is unethical and constitutes academic theft.

I am aware that my written work must be properly referenced if not my own. I accept that FST has included resources on how to prepare a citation document at the conclusion of the Fire Officer Framework for this portfolio project.

I have not permitted, and will not permit in the future, anyone to copy my work with the goal of passing it off as his or her own. I also agree that providing identical work to another person is a sort of plagiarism. I agree that the same premise holds true for authorized group work.

### **PLAGIARISM WARNING**

A candidate found plagiarizing can result in having the certification denied or revoked.

### **DECLARATION BY CANDIDATE**

I've read and comprehended the definition of plagiarism above. I am aware of and comprehend FST'S anti-plagiarism stance. I certify that none of the content in this portfolio project is plagiarized.

Signature: _____
Date:



## Activity One: Management, AHJ Mission and Data Collection

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Management's purpose and AHJ mission	NFPA 1021, 4.4.4 and 4.4.4(b)
Needs of response data collection	NFPA 1021, 4.4.5 and 4.4.5(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

The candidate will provide a copy of the AHJ's mission statement and organizational chart. Explain what the AHJ's mission statement means to them, and how it influenced their actions as a firefighter. The candidate will then explain the duties of each management position of their AHJ and how they support the line firefighters in fulfilling the mission statement. Finally explain the importance of collecting good response data through timely accurate incident reports, and how the data influences management's decisions in providing quality service

Title page will include:

- Activity One: Management, AHJ Mission and Data Collection
- Date the task was complete

Summary will include:

- Copy of the AHJ's mission statement
- Copy of the AHJ's organizational chart
- Description of each management position's duties and how they support the accomplishment of the AHJ's mission
- Explanation of the importance of collecting good response data through timely, accurate incident reports
- Verification that the task & assignment responsibilities were satisfactorily completed

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	Included a copy of the AHJ's mission statement and organizational chart
	Explained what their AHJ's mission statement means to them, and how it influences their actions as a firefighter
	Explained the duties of each management position of their AHJ and how they support the line firefighters in fulfilling the mission statement
	Explained the importance of collecting good response data through timely accurate incident reports, and how the data influences management's decisions in providing quality service
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Activity Two: Partner with a Community Group

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Initiate action on a community need

NFPA 1021, 4.3.1 and 4.3.1(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

The candidate will demonstrate their public relations skills and explain the importance of public trust and team work. The AHJ shall provide the candidate with an opportunity to partner with a group or organization within their jurisdiction to provide public service for this activity. Examples would include but are not limited to:

- Reading to elementary students.
- Teaching first aid or home safety.
- Partnering with a service organization on a food drive.
- Installing CO or smoke detectors.

Title page will include:

- Activity Two: Partner with a Community Group
- Date the task was assigned and complete

Summary will include:

- The community needs
- Your task
- How you completed the task

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	There is a clear understanding from the candidate's summary of the community need and how they completed the task
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion





## Activity Three: Interacting with the Public

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Initiate action to a citizen's concern	NFPA 1021, 4.3.2 and 4.3.2(b)
Respond to a public inquiry	NFPA 1021, 4.3.3 and 4.3.3(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

Presented with a situation where a citizen has a complaint dealing with a specific fire department, city issue, or a public request for information, the candidate will demonstrate their ability to address the problem within their authorized scope. The candidate will also ensure the complaint, or desire for information, is dealt with to the satisfaction of the citizen and ensure information is passed up the chain of command to the appropriate levels. The candidate will demonstrate empathetic listening and respect in their interaction with the citizen, and complete any follow-up promised.

Title page will include:

- Activity Three: Interacting with the public
- Date the task was assigned and complete
- States whether a live or simulated activity

Summary will include:

- Clear accounting of the citizen's concern or request for information
- Candidate's methods of listening and communication
- Include a follow-up as needed

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	There is a clear understanding from the candidate's summary of what the citizen was requesting or making a complaint on and how they executed the situation
	The candidate handled the complaint within their scope of practice, followed appropriate AHJ policies, and followed chain of command needed for that specific situation
	Appropriate methods of listening and communication were used
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Activity Four: Fire Inspections and Pre-Plans

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Conducting fire inspections	NFPA 1021, 4.5.1 and 4.5.1(b)
Develop a pre-incident plan	NFPA 1021, 4.5.2 and 4.5.2(b)
Record-management systems	NFPA 1021, 4.4.2 and 4.4.2(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

Describe the procedures of your AHJ in conducting fire inspections and developing pre-fire plans. Explain the differences between the two and the importance of each tasks. Complete a fire inspection and a pre-fire plan using the appropriate AHJ forms for any of the occupancies listed below:

<ul style="list-style-type: none"><li>✓ Assembly</li><li>✓ Educational</li><li>✓ Health Care</li><li>✓ Detention and/or Correctional</li><li>✓ Storage</li></ul>	<ul style="list-style-type: none"><li>✓ Residential</li><li>✓ Mercantile</li><li>✓ Business – Unusual Structures</li><li>✓ Industrial – Mixed Occupancies</li></ul>
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Title page will include:

- Activity Four: Fire Inspections and Pre-Plans
- Date the task was assigned and complete
- States whether a live or simulated activity

Summary will include:

- Description of the AHJ process of completing fire inspections and pre-fire plans
- Explain the different objectives to fire inspections and pre-fire plans
- Include copies of completed fire inspection and pre-fire plan

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	There is a clear understanding from the candidate's summary of the objectives to fire inspections and pre-fire plans
	The candidate used the appropriate AHJ forms to complete a fire inspection and pre-fire plans
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Activity Five: Accident Investigation and Prevention

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Conduct an initial accident investigation	NFPA 1021, 4.7.2 and 4.7.2(b)
Apply safety regulations at the unit level	NFPA 1021, 4.7.1 and 4.7.1(b)
Record-management systems	NFPA 1021, 4.4.2 and 4.4.2(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

The AHJ will provide the candidate with information concerning a work place accident that needs to be investigated at the company level. The candidate will demonstrate their ability to identify safety hazards, conduct interviews and complete in-service safety training.

Title page will include:

- Activity Five: Accident Investigation and Prevention
- Date the task was assigned and complete
- States whether a live or simulated activity

Summary will include:

- Copy of the activity/incident information given to the candidate
- An accounting of how the accident was investigated, including who was interviewed
- Description of the safety training you developed and presented to your crew including suggestions or actions needed to minimize similar accidents
- A copy of the completed report with names blacked out if a real accident was used

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	Candidate's summary of the incident and investigation was clear, to include who was interviewed
	Candidates safety training and summary of the presentation to the crew was included
	Included a copy of the original activity/incident
	A copy of the completed report is included (with blacked out names if a real incident)
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Activity Six: Health and Safety, Wellness/Fitness Program

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Explain the need of a wellness / fitness program      NFPA 1021, 4.7.3 and 4.7.3(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

The candidate will explain the benefits of being physically and medically capable of performing their duties and explain the need to participate in wellness and fitness programs to their crew. Candidate will also make suggestions on how to improve their AHJ's current wellness/fitness program.

Title page will include:

- Activity Six: Health and Safety, Wellness/Fitness Program
- Date the task was assigned and complete
- States whether a live or simulated activity

Summary will include:

- A description of the AHJ's current health and safety program
- Your actions to encourage your members to participate
- An account of when, how and who you explained the program to and its importance
- Suggestion to improve your health and safety program

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	Candidate's summary included the AHJ's current wellness/fitness program (If you do not have one, this could be used to accomplish activity 8!)
	From the summary, it is clear they encouraged other members to participate in a wellness/fitness program, when they did that, and the importance of it
	Suggestions on how to improve the AHJ's wellness/fitness program was included
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Activity Seven: Unit Member Counseling and Discipline

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Member-related problems, requiring assistance	NFPA 1021, 4.2.4 and 4.2.4(b)
Human resource policies requiring action	NFPA 1021, 4.2.5 and 4.2.5(b)
Record-management systems	NFPA 1021, 4.4.2 and 4.4.2(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

The candidate will be provided information describing behavior of a member of their crew that needs to be addressed through the disciplinary process. The information provided by the AHJ will include a repeated offence that will need to be addressed beyond the initial counseling phase and include changes from the normal behavior of the crew member. The candidate will then meet with the crew member to address the performance issue, determine the contributing factors causing the behavior, and outline a recommended course of action consistent with the AHJ disciplinary procedure.

Title page will include:

- Activity Seven: Unit Member Counseling and Discipline
- Date the task was assigned and complete
- States whether a live or simulated activity

Summary will include:

- Copy of the activity information given to the candidate or summary if actual
- Account of the meeting held with the crew member describing how the contributing factors were identified and what they were
- Include counseling and information regarding options available to the crew member through their employee assistance program on related behavioral issues need to be included
- Copy of the completed AHJ disciplinary form completed by the candidate that includes the detailed action needed (name of the subordinate blacked out if actual situation is used)

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	Candidate's summary includes a copy of the information of the event
	Documented the meeting with the crew member, included contributing factors and identified what they were, what occurred, and options given to the crew member
	A copy of the completed report is included (with blacked out names if a real incident)
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Activity Eight: Creating Positive Change

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Changing departmental policies  
Record-management systems

NFPA 1021, 4.4.1 and 4.4.1(b)  
NFPA 1021, 4.4.2 and 4.4.2(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

The Candidate at the company level will promote compliance to a SOP in a positive manner so that the policy is communicated to and understood by the unit members. The SOP for this activity will be selected by the AHJ and be one the candidate is given the opportunity to either assist in developing or contributed to improve.

Title page will include:

- Activity Eight: Creating Positive Change
- Date the task was assigned and complete
- States whether a live or simulated activity

Summary will include:

- Copy of the SOP/policy addressed
- Description of how the candidate helped develop or improve the policy
- Explanation of how compliance with the SOP will improve member safety or improve customer service
- Clear accounting of how the candidate disseminated the information to their crew in a positive way that promotes compliance and buy-in

**TO THE AHJ:** INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:

	Candidate's summary includes a copy of the SOP addressed
	Description on how the aided in the development or change of the SOP
	Explained the benefit of the SOP
	The candidate clearly summarized the account with the crew to promote compliance and buy-in
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Activity Nine: Non-Emergency Task Completion

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Coordinate the completion of assigned tasks                      NFPA 1021, 4.2.6 and 4.2.6(b)  
Assign tasks during non-emergency conditions                      NFPA 1021, 4.2.2 and 4.2.2(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

Given a list of tasks or a project, the candidate will demonstrate the ability to develop a plan of completion and prioritizing tasks as needed. The candidate will then be able to assign unit members specific tasks and supervise their completion. This activity needs to demonstrate the candidate's ability to issue instructions for frequently assigned non-emergency tasks according to AHJ policy.

Title page will include:

- Activity Nine: Non-Emergency Task Completion
- Date the task was assigned and complete
- States whether a live or simulated activity

Summary will include:

- Number of personnel the candidate supervised
- List of the tasks or project assigned
- Clear accounting of how you prioritized the tasks and developed a completion plan
- Summary of the instructions you gave your crew including any safety items addressed, task delegations and your supervision methods

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	Candidate's summary includes the number of personnel supervised
	Listed tasks or project assigned and how they were prioritized
	Candidate's summarization of the meeting with the crew members to include; the instructions, safety items, delegated tasks, and supervisions methods were clear
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Activity Ten: Direct a Training Evolution

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Direct a training evolution	NFPA 1021, 4.2.3 and 4.2.3(b)
Assign tasks - non-emergency conditions	NFPA 1021, 4.2.2 and 4.2.2(b)
Record-management systems	NFPA 1021, 4.4.2 and 4.4.2(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

The candidate will demonstrate their ability to supervise a crew and issue guided directions during drill field training. The AHJ will assign the specific training evolution to be accomplished. The candidate will explain the objectives of the training evolution to the crew addressing applicable safety concerns, complete the drill, and review the drill's effectiveness with the crew members. Candidate will complete an AHJ training record for this drill.

Title page will include:

- Activity Ten: Direct a Training Evolution
- Date the task was assigned and complete
- States whether a live or simulated activity

Summary will include:

- Number of personnel the candidate supervised
- Summary or copy of the training evolution assigned
- Clear accounting of your crew instructions and actions during the training
- Accounting of drill effectiveness and lessons learned reviewed with the crew
- Copy of the completed training record

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	Candidate's summary includes the number of personnel supervised
	Provided a summary or copy of the training evolution assigned
	Candidate's summarization of the accounting with the crew members to include; the activity, actions in training with crew members, effectiveness, and lessons learned during the training are clear.
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion





## Activity Eleven: Prepare a Budget Request

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Prepare a budget request	NFPA 1021, 4.4.3 and 4.4.3(b)
Record-management systems	NFPA 1021, 4.4.2 and 4.4.2(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

The candidate will identify a need within the department or AHJ, and prepare a budget request using the AHJ budget request forms. Included in the budget request will be a justification of the expense and explanation of the item's usefulness to the community or department.

Title page will include:

- Activity Eleven: Prepared Budget Request
- Date the task was assigned and complete
- States whether a live or simulated activity

Summary will include:

- Explanation of your agencies budget request procedure
- Description of the item(s) requested, need and justification
- Copy of the budget request form

**TO THE AHJ:** INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:

	Explained the AHJ's budget request procedure (if you do not have one, this could be used to accomplish activity 8!)
	It was clear to what the candidate was requesting and the justifiable need for the request.
	A copy of the budget request form is included
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Activity Twelve: Emergency Incident Operations

### STANDARD COMPONENTS ADDRESSED IN THIS ACTIVITY:

Develop an action plan	NFPA 1021, 4.6.1 and 4.6.1(b)
Implement an action plan	NFPA 1021, 4.6.2 and 4.6.2(b)
Assign tasks for emergency conditions	NFPA 1021, 4.2.1 and 4.2.1(b)
Secure an incident	NFPA 1021, 4.5.3 and 4.5.3(b)
Conduct a unit-level post-incident analysis	NFPA 1021, 4.6.3 and 4.6.3(b)
Record-management systems	NFPA 1021, 4.4.2 and 4.4.2(b)

### CANDIDATE PORTFOLIO INSTRUCTIONS AND DOCUMENTATION:

In this activity the candidate will document their ability to act as the initial Company Officer on a fire incident. If simulated, the AHJ will provide the candidate with information consistent with what would be reported from dispatch and provide a scenario to allow the candidate to perform all needed functions to complete the activity.

The candidate will complete an on-scene size-up showing their ability to analyze emergency scene conditions and formulate an action plan. This action plan should clearly describe how the candidate established an incident command system/structure. They will then implement the incident action plan by allocating resources, demonstrating their ability to condense instructions for frequently assigned fireground tasks according to their AHJ policies and training. The activation of an AHJ pre-plan including an evacuation plan if applicable shall be implemented.

The candidate will run the incident detailing how they managed scene safety and accounted for assigned personnel until completion of the incident or until being relieved of command by an incoming officer. The activity will also demonstrate the ability to establish perimeters at an incident for cause and evidence protection. The candidate will then complete the call by detailing a unit-level after-action- review (use an AHJ AAR form if available), and complete an AHJ incident report for this activity.

This activity is intended to be an incident consistent with the scope of a Company Officer I. A larger fire scene is required for Company Officer II certification.

Title page will include:

- Activity Twelve: Emergency Incident Operations
- Date the task was assigned and complete
- States whether a live or simulated activity

Continued on second page.....



## Activity Twelve: Emergency Incident Operations Cont...

Summary will include:

- Provided information given by dispatch
- Described on-scene arrival report
- Explain your size-up process and conditions found
- Give a clear accounting of your actions including how units or members were assigned tasks
- Document your initial action plan (similar to an ICS 201 Incident Briefing form), including a sketch showing how you secured the scene for evidence protection. (IAP documentation can be done after the incident if consistent with AHJ policy)
- Description of you on-scene crew after-action review
- Completed AHJ incident report for this incident (names blacked out if actual situation is used)

**TO THE AHJ: INITIAL EACH SECTION VALIDATING THAT THE CANDIDATE HAS DOCUMENTED THE FOLLOWING INFORMATION:**

	Provided initial dispatch information on what type of scene the unit was responding to
	Initial on-scene size up and process of findings are clear
	Actions and assignments for units were clearly documented
	Initial action plan and a sketch of scene security are included
	After-action review is clearly described on what took place
	Included a copy of a completed AHJ incident report with clacked out names if from a live incident.
	Used grammatical accuracy of candidates' narrative submissions: Spelling, punctuation, sentence structure, etc.
	The candidate clearly demonstrated individual works or as a team leader in processes of activity completion



## Reference Table

Below is a reference to the Requisite Skill components of NFPA 1021-chapter 4-Fire Officer 1. It is included to help clarify the NFPA intent of each activity. A complete version on the NFPA 1021 should be available through your AHJ, if not contact FST.

<b>4.2 Human Resource Management</b> This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner. This duty also involves evaluating member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements	
<b>4.2.1</b> Assign tasks or responsibilities to unit members, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed	12
<b>B. Requisite Skills</b> The ability to condense instructions for frequently assigned unit tasks based on training and standard operating procedures	
<b>4.2.2</b> Assign tasks or responsibilities to unit members, given an assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed	9, 10
<b>B. Requisite Skills</b> The ability to issue instructions for frequently assigned unit tasks based on department policy	
<b>4.2.3</b> Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed	10
<b>B. Requisite Skills</b> The ability to distribute issue-guided directions to unit members during training evolutions	
<b>4.2.4</b> Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures	7
<b>B. Requisite Skills</b> The ability to recommend a course of action for a member in need of assistance	
<b>4.2.5</b> Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed	7
<b>B. Requisite Skills</b> The ability to communicate orally The ability to communicate in writing The ability to relate interpersonally	



<p><b>4.2.6</b> Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments</p>	9
<p><b>4.3 Community and Government Relations</b> This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.</p>	
<p><b>4.3.1</b> Initiate action on a community need, given policies and procedures, so that the need is addressed</p>	2
<p><b>B. Requisite Skills</b></p>	
Familiarity with public relations	
Ability to communicate verbally	
<p><b>4.3.2</b> Initiate action to a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with.</p>	3
<p><b>B. Requisite Skills</b></p>	
Familiarity with public relations	
Ability to communicate verbally	
<p><b>4.3.3</b> Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures</p>	3
<p><b>B. Requisite Skills</b></p>	
The ability to relate interpersonally	
The ability to respond to public inquiries	
<p><b>4.4 Administration</b> This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.</p>	
<p><b>4.4.1</b> Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members</p>	8
<p><b>B. Requisite Skills</b></p>	
The ability to relate interpersonally	
Ability to communicate change in a positive manner	
<p><b>4.4.2</b> Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures</p>	4, 5 7, 8 10 11
<p><b>B. Requisite Skills</b></p>	
The ability to communicate orally	
The ability to communicate in writing	



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<p><b>4.4.3</b> Prepare a budget request, given a need and budget forms, so that the request is in the proper format and is supported with data</p>	11
<b>B. Requisite Skills</b>	
The ability to communicate in writing	
<p><b>4.4.4</b> Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization</p>	1
<b>B. Requisite Skills</b>	
The ability to communicate verbally in a clear and concise manner	
<p><b>4.4.5</b> Explain the needs and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate</p>	1
<b>B. Requisite Skills</b>	
The ability to communicate orally	
The ability to communicate in writing	
<p><b>4.5 Inspection and Investigation</b> This duty involves conducting inspections to identify hazards and address violations, performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.</p>	
<p><b>4.5.1</b> Describe the procedures of the AHJ for conducting fire inspections so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action initiated:</p>	4
<b>B. Requisite Skills</b>	
The ability to communicate in writing	
The ability to apply the appropriate codes and standards	
<p><b>4.5.2</b> Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the following occupancies is developed:</p>	4
<b>B. Requisite Skills</b>	
The ability to use evaluative methods	
The ability to communicate orally	
The ability to communicate in writing	
<p><b>4.5.3</b> Secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction</p>	12
<b>B. Requisite Skills</b>	
The ability to establish perimeters at an incident scene	



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<b>4.6 Emergency Service Delivery</b> This duty involves supervising emergency operations, conducting pre-incident planning, and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.	
<b>4.6.1</b> Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.	12
<b>B. Requisite Skills</b>	
The ability to analyze emergency scene conditions	
Activate the local emergency plan, including localized evacuation procedures	
Allocate resources	
Communicate orally	
<b>4.6.2</b> Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation	12
<b>B. Requisite Skills</b>	
The ability to implement an incident management system	
The ability to communicate orally	
The ability to manage scene safety	
Supervise and account for assigned personnel under emergency conditions	
<b>4.6.3</b> Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures	12
<b>B. Requisite Skills</b>	
The ability to write reports	
The ability to communicate orally	
The ability to evaluate skills	
<b>4.7 Health and Safety</b> This duty involves integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements	
<b>4.7.1</b> Apply safety regulations at the unit level, given safety policies and procedures, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed	5
<b>B. Requisite Skills</b>	
The ability to identify safety hazards	
The ability to communicate orally	
The ability to communicate in writing	
<b>4.7.2</b> Conduct an initial accident investigation, given an incident and investigation forms, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ	5
<b>B. Requisite Skills</b>	
Ability to communicate orally	



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Ability to communicate in writing	
Ability to conduct interviews	
<b>4.7.3</b> Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members.	6
<b>B. Requisite Skills</b>	
The ability to communicate orally	





## CREATING A CITATION REFERENCE PAGE

FST does not require any specific citation style to be used in the Fire Officer portfolio project and you are not being graded on using a citation style correctly. This page is used as a helpful tip only on how you can create a citation.

If you are using this portfolio project for a college course, use the format that is required for that course (APA, MLA, Chicago, Turabian, IEEE).

### **Interviews**

To reference a conversation and/or interview

- Personal communications include: letters, memos, email, interviews, ect.
- Included in text but excluded in references since they are not recoverable.

### **Examples:**

- J.A. Smith (personal communications, April 10, 2023)
- (J.A. Smith, personal communications, April 10, 2023)

For the following written documents that are cited, at the end of the sentence or specific quotation, you will write the author or works. Example: (Doe, John) or (Mythology). The following information will be on the last page of your portfolio. You will title the top of the page: Works Cited

### **Examples of citing publications:**

#### **Newspaper**

Brown, Cynthia. "Importance of SOP's in the Fire Service". *USA Today* 23 July 2023: D1. Print.

#### **Magazine**

Hansen, Joshua. "Incident Command on the Fire scene" *Firehouse* 28 Apr. 2021: 13-14. Print.

#### **Book**

Florence, Grant. *Organized Leadership*. New York:

There are also websites that can help you create a reference page. Such as; [Free APA Citation Generator \(grammarly.com\)](#)



## Acronyms

AHJ: Authorities Having Jurisdiction

CTE: Career Technical Education

FST: Fire Service Training

IFSAC: International Fire Service Accreditation Congress

IFSTA: International Fire Service Training Association

JPR: Job Performance Requirements

NFPA: National Fire Protection Association

SOG: Standard Operating Guidelines

SOP: Standard Operating Procedures