

NFPA® 1035

Standard for
Professional Qualifications
for Fire and Life
Safety Educator, Public
Information Officer, and
Juvenile Firesetter
Intervention Specialist

2010 Edition



NFPA, 1 Batterymarch Park, Quincy, MA 02169-7471
An International Codes and Standards Organization

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NFPA® 1035

Standard for

Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist

2010 Edition

This edition of NFPA 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist*, was prepared by the Technical Committee on Public Fire Educator Professional Qualifications and released by the Technical Correlating Committee on Professional Qualifications. It was issued by the Standards Council on October 27, 2009, with an effective date of December 5, 2009, and supersedes all previous editions.

This edition of NFPA 1035 was approved as an American National Standard on December 5, 2009.

Origin and Development of NFPA 1035

In 1972, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards, using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following jobs: fire fighter, fire officer, fire service instructor, and fire inspector and investigator.

The original concept of the professional qualifications standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the uniformed fire service. The various levels of achievement in the standards were to build upon each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements (JPRs) for a given field. Accordingly, the strict career ladder concept was revised to allow civilian entry into many of the fields, except for the progression from fire fighter to fire officer. These revisions facilitated the use of the documents by other than the uniformed fire services.

The Committee on Fire Inspector and Investigator Professional Qualifications met from 1973 through 1977 and produced the first edition of NFPA 1031, *Professional Qualifications for Fire Inspector, Fire Investigator, and Fire Prevention Education Officer*. This document was adopted by the Association in May of 1977.

In 1986, the Joint Council directed the committee to develop separate documents for each of the job functions the original document addressed. This direction was coupled with the decision to remove the job of fire educator from the strict career path previously followed and allow for civilian entry. The first edition of this new document, NFPA 1035, *Standard for Professional Qualifications for Fire Educator*, was adopted by the Association in June of 1987.

In 1990, responsibility for the appointment of Professional Qualifications committees and the development of the Professional Qualifications Standards was assumed by the NFPA. The Professional Qualifications Correlating Committee was appointed by the NFPA Standards Council and assumed the responsibility for coordinating the requirements of all of the documents in the Professional Qualifications system.

The Technical Committee on Fire Educator Professional Qualifications was established by the NFPA Standards Council in 1990 based on a recommendation by the Professional Qualifications Correlating Committee. This recommendation addressed the need for specific expertise in the area of fire and life safety education in reviewing and revising the existing document. This committee met numerous times to complete a job task analysis and develop specific JPRs for the job of fire and life safety educator.

The intent of the Technical Committee was to develop clear and concise JPRs that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a fire and life safety educator. These JPRs are applicable to fire and life safety educators, both public and private.

The 2000 edition of the standard added new chapters outlining the JPRs for the following positions: Public Information Officer (PIO), Juvenile Firesetter Intervention Specialist (JFIS) I, and JFIS II.

The 2005 edition included changes to bring the standard into conformance with the *Manual of Style for NFPA Technical Committee Documents*. The chapters on Juvenile Firesetter Intervention Specialist were revised by a task group to reflect current practice within the field. The Technical Committee would like to thank the members of the Juvenile Firesetter Task Group, who provided them with valuable time and expertise in the development of this document. These individuals are Gerri Penney, Chair; Daniel Bernardy, Minnesota Department of Public Safety; Beverly Burns, Tempe Fire Department; Carol Gross, Phoenix, AZ; Marta Dubay, Colorado Springs Fire Department; Jessica Gotthold, Bureau of Alcohol, Tobacco, Firearms and Explosives; Patricia Mieszala, RN, Burn Concerns National Consulting & Education Services; Timothy O'Dowd, USFA/DHS; Niki Pereira, Alaska Injury Prevention Center; Paul Schwartzman, Fairport Counseling Services; and Jeff Thomas, Goodyear Fire Department.

In the 2010 edition the committee has changed the name of the document to include all of the areas of specialization that the document addresses within the requirements. Along with the change in title the committee also conducted a very stringent job/task analysis to ensure that all requirements were addressing today's needs as they relate to the levels at which one can be qualified. Also in this edition of the document the chapter on PIO was re-written to reflect the changing environment of that qualification. The committee also added a skills maintenance requirement for all levels that are encompassed within this document and updated all the reference material contained within as well as ensured compliance with the *Manual of Style for NFPA Technical Committee Documents*.

The chapters on JFIS have been revised by a task group to reflect current practice within the field. The Technical Committee would like to thank the members of the JFIS Task Group, who provided them with valuable time and expertise in the development of this document. These individuals are Gerri Penney, Chair, Palm Beach County Fire Rescue; Beverly Burns, Tempe Fire Department; Marta Dubay, Colorado Springs; Jessica Gotthold, Bureau of Alcohol, Tobacco, Firearms and Explosives; Patricia Mieszala, RN, Burn Concerns National Consulting & Education Services; Timothy O'Dowd, USFA/DHS; Niki Pereira, Alaska Injury Prevention Center; and Jeff Thomas, Psy.D., Arizona State University.

Technical Correlating Committee on Professional Qualifications (PQU-AAC)

Michael J. McGovern, *Chair*
Lakewood Fire Department, WA [U]

Stephen P. Austin, State Farm Insurance Companies, DE [I]
Rep. International Association of Arson Investigators, Inc.

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Ernest J. Grant, North Carolina Jaycee Burn Center, NC [U]
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Rep. TC on Fire Service Instructor Professional Qualifications

Jacklyn Kilby-Richards, Town of Groton Emergency Dispatch, CT [U]
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F. Patrick Marlatt, Maryland Fire and Rescue Institute, MD [SE]
Rep. TC on Fire Fighter Professional Qualifications (Vote Limited to Professional Qualifications Systems Management)

Michael S. Mayers, Hilton Head Island Fire and Rescue, SC [U]
Rep. TC on Rescue Technician Professional Qualifications (Vote Limited to Professional Qualifications Systems Management)

Gerard J. Naylis, Penn Well Company, NJ [C]
Rep. TC on Fire Investigator Professional Qualifications (Vote Limited to Professional Qualifications Systems Management)

Chris Neal, Fire Protection Publications, OK [M]
Rep. TC on Fire Officer Professional Qualifications (Vote Limited to Professional Qualifications Systems Management)

David K. Nelson, David K. Nelson Consultants, CA [SE]
Rep. TC on Wildfire Suppression Professional Qualifications (Vote Limited to Professional Qualifications Systems Management)

William E. Peterson, Plano, TX [M]
Rep. International Fire Service Training Association

Richard Powell, Michigan Association of Fire Chiefs, MI [L]
Rep. TC on Accreditation & Certification Professional Qualifications (Vote Limited to Professional Qualifications Systems Management)

Philip C. Stittleburg, La Farge Fire Department, WI [L]
Rep. National Volunteer Fire Council

Thomas B. Sturtevant, Texas Engineering Extension Service, TX [E]
Rep. National Board on Fire Service Professional Qualifications

Michael A. Wieder, Fire Protection Publications, OK [M]
Rep. TC on Incident Management Professional Qualifications (Vote Limited to Professional Qualifications Systems Management)

Stephen Wilde, Certified Fleet Services, Inc., IL [U]
Rep. TC on Emergency Vehicle Mechanic Technicians Professional Qualifications (Vote Limited to Professional Qualifications Systems Management)

Alternates

Jeffery C. Cash, City of Cherryville Fire Department, NC [L]
(Alt. to P. C. Stittleburg)

Frederick W. Piechota, Jr., National Board on Fire Service Professional Qualifications, MA [E]
(Alt. to T. B. Sturtevant)

Kendall Holland, NFPA Staff Liaison

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Committee Scope: This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for fire service, public safety, and related personnel.

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Ernest J. Grant, *Chair*

North Carolina Jaycee Burn Center, NC [U]

Gerry N. Bassett, U.S. Department of Homeland Security, MD [SE]

David L. Bowman, National Fire Sprinkler Association, Inc., FL [M]

Beverly Burns, Tempe Fire Department, AZ [U]

Kwame Cooper, Los Angeles City Fire Department, CA [U]

Janet Cusick Jost, Cusick Jost Consulting, KS [SE]

David C. Denniston, McNeil & Company, Inc., NY [I]

David K. Donohue, Shepherdstown, WV [L]

John A. Egan, Sr., Woonsocket Fire Department, RI [L]

Jessica F. Gotthold, U.S. Department of Justice, NJ [E]

Keri Price Grant, McKinney Fire Department, TX [L]

Mike Hall, City of Olathe Fire Department, KS [L]

Dayna Hilton, Johnson County Rural Fire District #1, AR [U]

Ronald F. Hoelle, U.S. Department of the Air Force, TX [U]

Charles E. “Ed” Kirtley, Fire Protection Publications, OK [U]

Dale L. Lyman, Union Colony Fire/Rescue Authority, CO [E]

Patricia Mieszala, Burn Concerns National Consulting & Education Services, CA [SE]

Gerri Penney, Palm Beach County Fire Rescue, FL [E]

Rep. Florida Fire Marshals & Inspectors Association

Niki D. Pereira, Alaska Injury Prevention Center, AK [SE]

Angel Rangel, Oklahoma State University, OK [SE]

Kelly M. Ransdell, North Carolina Department of Insurance, NC [E]

Mark A. Rivero, Las Vegas Fire & Rescue, NV [L]

Jeffrey A. Thomas, Arizona State University, AZ [SE]

Robert L. Thompson, Wichita Fire Department, KS [L]

Nancy J. Trench, Fire Protection Publications, OK [M]

Michael W. Weller, Hagerstown Fire Department, MD [L]

Kendall Holland, NFPA Staff Liaison

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Committee Scope: This Committee shall have primary responsibility for documents on professional competence required of public fire educators, public information officers, and juvenile firesetter educators.



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NFPA 1035**Standard for****Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist****2010 Edition**

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Information on referenced publications can be found in Chapter 2 and Annex E.

Chapter 1 Administration**1.1 Scope.**

1.1.1 This standard identifies the levels of professional performance required for fire and life safety educators, public information officers (PIOs), and juvenile firesetter intervention specialists.

1.1.2 This standard specifically identifies the job performance requirements (JPRs) for a fire and life safety educator, a PIO, and a JFIS.

1.2* Purpose.

1.2.1 The purpose of this standard is to specify the JPRs for serving as a fire and life safety educator, as a PIO, and as a JFIS.

1.2.2 It is not the intent of this standard to restrict any jurisdiction from exceeding minimum requirements of fire and burn prevention or including other life safety, injury prevention, public information, or juvenile firesetter intervention issues.

1.2.3* The fire and life safety educator, PIO, and JFIS shall remain current with all requirements and applicable standards as determined by the authority having jurisdiction (AHJ).

Chapter 2 Referenced Publications

2.1 General. The documents or portions thereof listed in this chapter are referenced within this standard and shall be considered part of the requirements of this document.

2.2 NFPA Publications. (Reserved)**2.3 Other Publications.**

Merriam-Webster's Collegiate Dictionary, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003.

2.4 References for Extracts in Mandatory Sections.

NFPA 921, *Guide for Fire and Explosion Investigations*, 2008 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2006 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2009 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2009 edition.

Chapter 3 Definitions

3.1 General. The definitions contained in this chapter shall apply to the terms used in this standard. Where terms are not defined in this chapter or within another chapter, they shall be defined using their ordinarily accepted meanings within the context in which they are used. *Merriam-Webster's Collegiate Dictionary*, 11th edition, shall be the source for the ordinarily accepted meaning.

3.2 NFPA Official Definitions.

3.2.1* Approved. Acceptable to the authority having jurisdiction.

3.2.2* Authority Having Jurisdiction (AHJ). An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure.

3.2.3 Labeled. Equipment or materials to which has been attached a label, symbol, or other identifying mark of an organization that is acceptable to the authority having jurisdiction and concerned with product evaluation, that maintains periodic inspection of production of labeled equipment or materials, and by whose labeling the manufacturer indicates compliance with appropriate standards or performance in a specified manner.

3.2.4* Listed. Equipment, materials, or services included in a list published by an organization that is acceptable to the authority having jurisdiction and concerned with evaluation of products or services, that maintains periodic inspection of production of listed equipment or materials or periodic evaluation of services, and whose listing states that either the equipment, material, or service meets appropriate designated standards or has been tested and found suitable for a specified purpose.

3.2.5 Shall. Indicates a mandatory requirement.



3.2.6 Should. Indicates a recommendation or that which is advised but not required.

3.2.7 Standard. A document, the main text of which contains only mandatory provisions using the word “shall” to indicate requirements and which is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions shall be located in an appendix or annex, footnote, or fine-print note and are not to be considered a part of the requirements of a standard.

3.3 General Definitions.

3.3.1* Abuse. Harmful behaviors and/or actions, as defined by local law, that place an individual at risk and require reporting.

3.3.2 Activity. A component of a fire and life safety education program.

3.3.3* Assessment. A structured process by which relevant information is gathered for the purpose of determining specific juvenile or family intervention needs.

3.3.4 Campaign. A component of an organizational fire and life safety education strategy with a predetermined time frame.

3.3.5 Confidentiality. A principle of law and professional ethics that recognizes the privacy of individuals.

3.3.6 Create. Design original educational or informational resource materials.

3.3.7 Develop. Modification, expansion, or compilation of existing educational or informational materials or resources.

3.3.8 Educational Methodology. The sum of knowledge and skills, including instructional materials, used by the fire and life safety educator to create a positive outcome related to the learning objectives.

3.3.9 Family/Family Dynamics.

3.3.9.1 Family. The composition of individuals that either live with and/or care for the juvenile firesetter. Examples of family members are: parents, legal guardians, relatives, and other caregivers.

3.3.9.2 Family Dynamics. The structure and characteristics of a person’s living environment(s), including relatives, legal guardian(s), caregivers, and other relationships, and their interactions with each other.

3.3.10 Fire and Life Safety Education. Comprehensive community fire and injury prevention programs designed to eliminate or mitigate situations that endanger lives, health, property, or the environment.

3.3.11 Fire and Life Safety Education Strategy. An organization’s comprehensive plan that is designed, through fire and life safety education programs, campaigns, and initiatives, to eliminate or mitigate risks that endanger lives, health, property, or the environment.

3.3.12 Fire and Life Safety Educator.

3.3.12.1 Fire and Life Safety Educator I. The individual who has demonstrated the ability to coordinate and deliver existing educational programs and information.

3.3.12.2 Fire and Life Safety Educator II. The individual who has demonstrated the ability to prepare educational programs and information to meet identified needs.

3.3.12.3 Fire and Life Safety Educator III. The individual who has demonstrated the ability to create, administer, and evaluate educational programs and information.

3.3.13 Fire Science. The body of knowledge concerning the study of fire and related subjects (such as combustion, flame, products of combustion, heat release, heat transfer, fire and explosion chemistry, fire and explosion dynamics, thermodynamics, kinetics, fluid mechanics, fire safety) and their interaction with people, structures, and the environment. [921, 2008]

3.3.14* Firesetting. Any unsanctioned incendiary use of fire, including both intentional and unintentional involvement, whether or not an actual fire and/or explosion occurs.

3.3.15 Incident Information Worksheet. A worksheet used to give an official statement or an account of any emergency-related situation, event, or incident that is distributed publicly to the media.

3.3.16 Initiative. A fire or life safety program that targets a specific issue and audience(s) and is terminated when program goals are achieved.

3.3.17* Intake/Interview.

3.3.17.1 Intake. The process of collecting initial information for the juvenile and family regarding the incident(s) that brought the juvenile to the program.

3.3.17.2 Interview. The process of gathering and/or disseminating information.

3.3.18 Interagency Network. A group of agencies, including but not limited to public safety, social services, mental health, education, and health care providers, working in a formal/informal partnership to address juvenile firesetting.

3.3.19 Intervention. A formal process for firesetting behavior that includes intake, interview, education, referral, and evaluation.

3.3.20 Job Performance Requirement (JPR). A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [1000, 2006]

3.3.21 Juvenile Firesetter. A person, through the age of 18, or as defined by the authority having jurisdiction, who is involved in the act of firesetting.

3.3.22 Juvenile Firesetter Intervention Specialist.

3.3.22.1 Juvenile Firesetter Intervention Specialist (JFIS) I. The individual who has demonstrated the ability to conduct an intake/interview with a firesetter and his or her family using prepared forms and guidelines and who, based on program policies and procedures, determines the need for referral and/or implements educational intervention strategies to mitigate effects of firesetting behavior.

3.3.22.2 Juvenile Firesetter Intervention Specialist (JFIS) II. The individual who has demonstrated the ability to manage a juvenile firesetting intervention program and the activities of JFIS I.

3.3.23 Lesson. A component of a program in which the educator directly presents fire or life safety information to a group.

3.3.24 Liability. Legal responsibility and accountability for an act or process related to a program.

3.3.25 Media Advisory. A tool used to invite members of the media to a scheduled event or activity.

3.3.26 Neglect. Failure to act on behalf of or in protection of an individual in one's care.

3.3.27 News Release. An official statement or account of a situation, event, or incident prepared and distributed publicly or to the media.

3.3.28 Prepared Program. An assembled kit, including a lesson plan, behavioral objectives, presentation outline, instructional materials, and evaluation instruments, that is ready to be presented.

3.3.29 Program. A comprehensive strategy that addresses safety issues via educational means.

3.3.30 Public Information Officer. The individual who has demonstrated the ability to conduct media interviews and prepare news releases and media advisories.

3.3.31 Recidivism. Recurrence of firesetting behavior.

3.3.32 Referral. An act or process by which an individual and/or family gain access to a program or community resources.

3.3.33 Requisite Knowledge. Fundamental knowledge one must have in order to perform a specific task. [1031, 2009]

3.3.34 Requisite Skills. The essential skills one must have in order to perform a specific task. [1031, 2009]

3.3.35 Resources. Any personnel, materials, or both, including volunteer educators, educational or promotional materials, and financial resources, required to meet the needs of a program.

3.3.36 Strategy. A comprehensive organizational plan that is designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through fire and life safety education programs.

3.3.37 Task. A specific job behavior or activity. [1002, 2009]

Chapter 4 General Requirements

4.1* Responsibility. It shall be the organization's responsibility to ensure that a fire and life safety educator, PIO, or JFIS is trained to the prescribed level, as set forth in this standard, prior to engaging in those duties.

4.2 Training.

4.2.1 The JPRs for a fire and life safety educator, PIO, or JFIS shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

4.2.2 The JPRs shall not be required to be mastered in the order in which they appear.

4.2.3 The local, state/provincial, or federal training programs shall establish the instructional priority and the training program content necessary to prepare individuals to meet the JPRs of this standard.

4.3 Evaluation.

4.3.1 Evaluation of JPRs shall be by accomplished individuals approved by the AHJ.

4.3.2 Evaluators shall be individuals who were not involved as instructors for the requirement being evaluated.

4.4 Fire and Life Safety Educator.

4.4.1 The fire and life safety educator shall meet all the requirements of Fire and Life Safety Educator I defined in Chapter 5.

4.4.2 The Fire and Life Safety Educator I shall meet all the requirements defined in Chapter 6 prior to being qualified as a Fire and Life Safety Educator II.

4.4.3 The Fire and Life Safety Educator II shall meet all the requirements defined in Chapter 7 prior to being qualified as a Fire and Life Safety Educator III.

4.4.4 The fire and life safety educator, PIO, and JFIS at all levels of progression shall remain current with educational methodology, technology, and technical content by means of workshops and seminars or professional publications and journals.

4.5 Public Information Officer. The PIO shall meet all the requirements defined in Chapter 8 prior to being qualified as a PIO.

4.6 Juvenile Firesetter Intervention Specialist.

4.6.1 The JFIS shall meet all the requirements defined in Chapters 4 and 9 prior to being qualified as a JFIS I.

4.6.2 The JFIS I shall meet all the requirements defined in Chapters 4, 9, and 10 prior to being qualified as a JFIS II.

4.7 Cumulative Knowledge and Skills. The requisite knowledge and requisite skills identified in Chapters 5 through 10 are cumulative and are based on established requirements.

Chapter 5 Fire and Life Safety Educator I

5.1 General Requirements. The Fire and Life Safety Educator I shall meet the JPRs defined in Sections 5.1 through 5.5.

5.1.1* General Requisite Knowledge. Fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; community risk, injury prevention strategies, learning theory, educational methodology, standardized fire and life safety messages, natural hazard issues, current homeland security topics, escape planning; hazard identification and correction; basic fire protection systems and devices; emergency reporting; fire fighter personal protective equipment; liability issues; public relations; high-risk audiences and behaviors; special needs; social and cultural trends; community resources; personal image and professionalism.

5.1.2 General Requisite Skills. Communicate orally and in writing, manage time, multitask.

5.2 Administration.

5.2.1* Document fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed with the correct information.

