

NFPA® 1035

Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Program Manager Professional Qualifications

2015 Edition



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NFPA® 1035

Standard on

Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications

2015 Edition

This edition of NFPA 1035, *Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, was prepared by the Technical Committee on Public Fire Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications and released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on November 11, 2014, with an effective date of December 1, 2014, and supersedes all previous editions.

This edition of NFPA 1035 was approved as an American National Standard on December 1, 2014.

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 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 were revised by a task group to reflect current practice within the field. The Technical Committee extended thanks to the members of the JFIS Task Group, who provided them with valuable time and expertise in the development of this document: 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.

For the 2015 edition, the Technical Committee has continued to meet the national challenges for fire and life safety education. The Technical Committee performed a job/task analysis to ensure that each position and level was relevant and consistent with trends for the public and community.

New definitions have been added to the document, including *accessibility*, *people-first language*, and *community risk reduction*. The definition for *community risk reduction* was accepted by the Correlating Committee on Professional Qualifications for all professional qualifications documents.

Specifics were added for the use of nationally recognized messages for fire and life safety education. The Technical Committee noted that in some cases local messaging may be inaccurate or contradictory to established, vetted material. This same type of messaging is encouraged for use by the Public Information Officer (PIO). Text has been added to address varying internal and external fire department-related situations that the PIO would need to address for the media. The Technical Committee changed the title Juvenile Firesetter Intervention Specialist (JFIS) to Youth Firesetter Intervention Specialist (YFIS). This change was brought about by the JFIS Task Group — now the YFIS Task Group — to describe a broader spectrum of individuals through the age of 18 involved in firesetting. The goal was to find a less pejorative and limited term than *juvenile* and replace it with the more inclusive and encompassing term, *youth*. The term *juvenile* will still appear in references to specific titles and organizations in which the word is formally incorporated, as in the term *juvenile justice*.



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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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Committee Scope: This Committee shall have primary responsibility for documents on professional qualifications of public fire and life safety educator, public information officer, youth firesetter intervention specialist, and youth firesetter program manager.



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

Chapter 1 Administration

1.1 Scope. This standard identifies the minimum job performance requirements (JPRs) for Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

1.2* Purpose. The purpose of this standard is to specify the minimum JPRs for service as a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

1.2.1 This standard shall define Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

1.2.2 The intent of this standard shall be to ensure that personnel serving as a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager are qualified.

1.2.3* This standard shall not address organization or management responsibility.

1.2.4 It is not the intent of this standard to restrict any jurisdiction from exceeding or combining these minimum requirements.

1.2.5 JPRs for each level and position are the tasks personnel should be able to perform to carry out the job duties.

1.2.6* A Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager shall remain current with the general knowledge and skills and job performance requirements addressed in the level of qualification.

1.3 Application. The application of this standard is to specify which requirements within the document shall apply to a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

1.3.1 The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and all applicable NFPA standards.

1.3.2 It shall not be required that the JPRs be mastered in the order in which they appear. The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs of this standard.

1.3.3* Performance of each requirement of this standard shall be evaluated by personnel approved by the AHJ.

1.3.4 The JPRs for each level or position shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

1.3.5 Personnel assigned the duties of Fire and Life Safety Educator I shall meet all the requirements defined in Chapter 4 prior to being qualified. Personnel assigned the duties of Fire and Life Safety Educator II shall meet all the requirements defined in Chapter 5 prior to being qualified. Personnel assigned the duties of Fire and Life Safety Educator III shall meet all the requirements defined in Chapter 6 prior to being qualified. Personnel assigned the duties of Public Information Officer shall meet all the requirements defined in Chapter 7 prior to being qualified. Personnel assigned the duties of Youth Firesetter Intervention Specialist shall meet all the requirements defined in Chapter 8 prior to being qualified. Personnel assigned the duties of Youth Firesetter Program Manager shall meet all the requirements defined in Chapter 9 prior to being qualified.

1.3.6 The AHJ shall provide personal protective clothing (PPE) and the equipment necessary to conduct assignments.

1.3.7 JPRs involving exposure to products of combustion shall be performed in approved PPE.

1.3.8 Prior to training to meet the requirements of this standard, personnel shall meet the following requirements:

- (1) Educational requirements established by the AHJ
- (2) Age requirements established by the AHJ
- (3) Medical requirements established by the AHJ
- (4) Job-related physical performance requirements established by the AHJ

1.3.9 Wherever in this standard the terms *rules*, *regulations*, *policies*, *procedures*, *supplies*, *apparatus*, or *equipment* are referred to, it is implied that they are those of the AHJ.

1.4 Units. In this standard, equivalent values in SI units shall not be considered as the requirement, as these values can be approximate. (See Table 1.4.)

Table 1.4 U.S.-to-SI Conversions

	U.S. Quantity Unit/Symbol	SI Unit/Symbol	Conversion Factor
Length	inch (in.)	millimeter (mm)	1 in. = 25.4 mm
	foot (ft)	meter (m)	1 ft = 0.305 m
Area	square foot (ft ²)	square meter (m ²)	1 ft ² = 0.0929 m ²

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*, 2014 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2011 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2014 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2014 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. An NFPA Standard, the main text of which contains only mandatory provisions using the word "shall" to indicate requirements and that is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions are not to be considered a part of the requirements of a standard and shall be located in an appendix, annex, footnote, informational note, or other means as permitted in the NFPA Manuals of Style. When used in a generic sense, such as in the phrase "standards development process" or "standards development activities," the term "standards" includes all NFPA Standards, including Codes, Standards, Recommended Practices, and Guides.

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 Accessibility. The degree to which a product, device, service, or environment is available to as many people as possible. Accessibility enables people with disabilities to fully participate, use a product or device, and receive information. Accessibility might require alternative formats or assistive technologies.

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

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

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

3.3.6* Community Risk Reduction. Programs, actions, and services used by a community, which prevent or mitigate the loss of life, property, and resources associated with life safety, fire, and other disasters within a community.

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

3.3.8 Create. Design original educational or informational resource materials.

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

3.3.10 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.

3.3.11 Family/Family Dynamics.

3.3.11.1 Family. The composition of individuals who either live with and/or care for the youth firesetter. Examples of family members are parents, legal guardians, relatives, and other caregivers.

3.3.11.2 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.

3.3.12 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.

3.3.13 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.

3.3.14 Fire and Life Safety Educator (FLSE).

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

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

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

3.3.15 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, 2014]

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

3.3.17 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.

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

3.3.19* Intake/Interview.

3.3.19.1 Intake. The process of collecting initial information from the youth and family regarding the incident(s) that brought the youth to the program.

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

3.3.20 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 youth firesetting.

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

3.3.22 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, 2011]

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 People-First Language. Language that puts the person first, not the person's condition or disability. People with disabilities are people first — they are not their diagnoses or their disabilities. People-first language is a respectful, accurate manner in which to speak and write about people who happen to have a disability.

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

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

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

3.3.32 Recidivism. Recurrence of firesetting behavior.

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

3.3.34 Requisite Knowledge. Fundamental knowledge one must have in order to perform a specific task. [1031, 2014]

3.3.35 Requisite Skills. The essential skills one must have in order to perform a specific task. [1031, 2014]

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

3.3.37 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.

3.3.38 Task. A specific job behavior or activity. [1002, 2014]

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

3.3.40 Youth Firesetter Intervention Specialist (YFIS). 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.

3.3.41 Youth Firesetter Program Manager (YFPM). The individual who has demonstrated the ability to manage a youth firesetting intervention program and the activities of Youth Firesetter Intervention Specialist (YFIS).



Chapter 4 Fire and Life Safety Educator I

4.1 General Requirements. The Fire and Life Safety Educator I (FLSE I) shall meet the JPRs defined in Sections 4.1 through 4.5.

4.1.1* General Requisite Knowledge. Fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; community risk reduction, 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; current fire protection systems and devices; emergency reporting; fire fighter personal protective equipment (PPE); liability issues; public relations; high-risk audiences and behaviors; accessibility; people-first language; social and cultural trends; community resources; personal image and professionalism.

4.1.2 General Requisite Skills. Use verbal and written communication skills, manage time, multitask.

4.2 Administration.

4.2.1* 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.

(A) Requisite Knowledge. Required forms or formats, reporting procedures, scheduled activities.

(B) Requisite Skills. Utilize forms, gather and assemble information.

4.2.2* Prepare activity reports, given specific forms or formats and information on activities, so that all components of the forms or formats are completed with the correct information.

(A) Requisite Knowledge. Types of educational activities, classifications for activities, types of documentation methods and AHJ-preferred methods, the purpose of the forms or formats.

(B) Requisite Skills. Maintain records, compile information.

4.2.3 Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.

(A) Requisite Knowledge. Scheduling limitations and program requests.

(B) Requisite Skills. Schedule events without conflict, schedule time for pre-activity requirements.

4.2.4 Identify community resources, services, and organizations, given a current list of resources, organizations, and identified need(s), so that the public is referred to the applicable resource(s).

(A) Requisite Knowledge. Current community resources, services, and organizations.

(B) Requisite Skill. Convey information.

4.3 Planning and Development.

4.3.1 Identify partners to address current fire and life safety issues, given current fire and life safety issues, community resources, services, and organizations, so that information and resources are shared.

(A) Requisite Knowledge. Community risk reduction programs in the organization; current community resources, services, and organizations; current fire and life safety issues.

(B) Requisite Skills. Identify organizations with common fire and life safety goals, recognize opportunities for shared effort(s).

4.4 Education and Implementation.

4.4.1* Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

(A) Requisite Knowledge. Learning characteristics of varied audiences and instructional material content.

(B) Requisite Skill. Locate applicable instructional materials.

4.4.2 Practice safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that fire and life safety activities are conducted without injury to educator or participants.

(A) Requisite Knowledge. Potential hazards, injury reduction strategies.

(B) Requisite Skills. Recognize and mitigate potential hazards.

4.4.3* Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.

(A) Requisite Knowledge. Lesson content, learning objectives, presentation methods, specific audience needs.

(B) Requisite Skills. Presentation skills and methods.

4.4.4 Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience.

(A) Requisite Knowledge. Lesson plans, audience needs.

(B) Requisite Skills. Presentation skills.

4.4.5 Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed.

(A) Requisite Knowledge. Publicity methods, local media resources, policies regarding dissemination of information, and information technology.

(B) Requisite Skill. Distribute information.

4.4.6 Disseminate educational information, given information and/or materials, a specified audience, and time frame, so that the information reaches the audience within the specified time.

(A) Requisite Knowledge. Legal requirements and policies for the distribution and posting of materials, distribution methods, venues for communicating with various audiences, information technology, and time requirements for processing information.

(B) Requisite Skill. Disseminate information.