

Delaware State Fire School National Certification Candidate Handbook

Fire Officer IV
NFPA 1021-2020



Delaware State Fire School

Providing Fire, Rescue, Emergency Medical Training and Public Fire Safety Education



1461 Chestnut Grove Road, Dover, Delaware 19904 – 302-739-4773

Website: <http://www.statefireschool.delaware.gov>

The Delaware State Fire School is accredited by IFSAC, the International Firefighter Service Accreditation Congress, and the Proboard, the National Board on Fire Service Professional Qualifications.

The Fire School is accredited in the following disciplines, noted by the emblem of the accrediting entity:

Firefighter NFPA 1001 - 2019

Firefighter I

Firefighter II



Fire Instructor NFPA 1041 - 2018

Fire Instructor I

Fire Instructor II



Fire Officer NFPA 1021 - 2020

Fire Officer I

Fire Officer II

Fire Officer III

Fire Officer IV (In development)



Driver Operator NFPA 1002 - 2017

Driver Operator Apparatus with Pumper

Driver Operator Apparatus with Aerial

Driver Operator Apparatus with Tiller

Driver Operator Mobile Water Supply



Hazardous Materials NFPA 1072 - 2018

Hazardous Materials Awareness

Hazardous Materials Operations

Hazardous Materials Technician



Hazardous Materials NFPA 472 - 2018

Hazardous Materials Branch Officer

Hazardous Materials Safety Officer



Rescue Technician NFPA 1006 - 2013

Rope Rescue, Level I & II

Vehicle Rescue, Level I & II

Confined Space Rescue, Level I & II



Health & Incident Safety 1521 - 2020

Incident Safety Officer



Industrial/Brigade NFPA 1081 - 2017

Advanced Exterior Brigade

Incipient Brigade



Small Unmanned Aircraft System

NFPA 2400 - 2020

Visual Observer



Skill Sheet 1 Assessment

Objective 6 Evaluate the demographics for the organization. *[NFPA 1021, 7.2.1]*

NOTE: For this skill, chief officers may work with a committee made up of leaders inside and outside of the organization.

Task Steps		Yes	No
1.	Compare the demographics of the organization's personnel to the demographics of the community workforce.		
2.	Review programs that the organization has in place to promote workplace diversity and inclusion.		
3.	Identify areas of need or concern within the organization's existing programs.		
4.	Make a plan to address areas of need within the organization's diversity and inclusion initiatives. a. Include measurable goals and objectives that are tied to the organization's strategic plan b. Identify potential barriers to creating a diverse and inclusive organization c. Identify how the plan will be communicated to and involve members of the organization d. Refer to all applicable workplace diversity laws and regulations		
5.	Identify the criteria that will be used to evaluate the plan once it is implemented.		

Skill Sheet 1

Objective 6 Evaluate the demographics for the organization. *[NFPA 1021, 7.2.1]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will evaluate human resource demographics for an organization. Instructors should provide students with data about the community and organization demographics or should allow students to use information from their own organizations and communities. Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Applicable federal, state/provincial, and local laws and regulations
- Data about community and organization demographics

Skill Sheet 2 Assessment

Objective 7 Develop a member/management relations program. *[NFPA 1021, 7.2.2]*

NOTE: It is important to maintain open communications between members and management throughout this process.

Task Steps		Yes	No
1.	Assess the current state of member/management relations.		
2.	Identify and prioritize areas of need or concern.		
3.	Determine the format of discussion and makeup of participants in order to represent members and management.		
4.	Establish measurable goals and objectives for the committee.		
5.	Conduct a committee meeting to develop recommendations for improvement.		
6.	Identify barriers, resource needs, and impacts.		
7.	Develop a plan for implementation.		
8.	Implement the member/management relations program.		
9.	Evaluate the effectiveness of the member/management relations program. a. Compare program goals to program outcomes b. Analyze member and management feedback		

Skill Sheet 2

Objective 7 Develop a member/management relations program. *[NFPA 1021, 7.2.2]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will develop a member/management relations program. Instructors should provide students with a scenario that presents a specific issue facing the organization that involves the relationship between members and management. Instructors may choose to place students into teams to role play committee meetings and implementation of the program. Students should rotate in order for each to play the role of the chief officer. Remind students of the importance of understanding the dynamics of their local organization, union requirements, etc. Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Applicable federal, state/provincial, and local laws and regulations
- Labor management agreement
- Contract grievance procedures
- Scenario

Skill Sheet 3 Assessment

Objective 8 Evaluate an incentive program. *[NFPA 1021, 7.2.5]*

Task Steps		Yes	No
1.	Determine whether the incentive program meets all applicable regulations and legal requirements and contractual agreements.		
2.	Communicate with personnel to determine whether the incentive program is adequately providing for their needs.		
3.	Determine whether the incentive program aligns with the organization's established goals.		
4.	Determine whether the incentive program is adequately provided for in the organization's budget and is sustainable.		
5.	Identify necessary areas of revision in the incentive program.		

Skill Sheet 3

Objective 8 Evaluate an incentive program. *[NFPA 1021, 7.2.5]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will evaluate an incentive program. Instructors should provide students with an organizational incentive program and budget, or allow them to use a program and budget from their own organization. Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Organizational incentive program
- Organizational budget
- Contractual agreements
- Applicable federal, state/provincial, and local laws and regulations

Skill Sheet 4 Assessment

Objective 9 Develop a succession plan. *[NFPA 1021, 7.4.5]*

Task Steps		Yes	No
1.	Determine the need for succession planning based on: a. Organization’s vision and long-term goals b. Upcoming retirements c. Anticipated departures		
2.	Assemble a succession planning team.		
3.	Identify critical components that will impact the plan. a. New strategic directions b. Required competencies c. Newly created positions d. Changing trends in the field		
4.	Evaluate job and educational requirements for each position in the organization.		
5.	Create a training timeline and educational plan for each position.		
6.	Make the plan available to members of the organization.		
7.	Identify candidate pools for potential successors. a. Internal candidates b. External candidates		
8.	Facilitate progression through the plan for internal employees, utilizing: a. Performance management b. Training c. Professional development		
9.	Revise the plan as necessary.		

Skill Sheet 4

Objective 9 Develop a succession plan. *[NFPA 1021, 7.4.5]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will develop a succession plan. Instructors should provide students with information about a model organization or allow students to use their own organization as a model. Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Job and educational requirements for each position in the organization
- List of current personnel
- Applicable laws, standards, and regulations

Skill Sheet 5 Assessment

Objective 10 Establish and evaluate a list of education and in-service training goals.
[NFPA 1021, 7.2.3]

Task Steps		Yes	No
1.	Identify the minimum training and certification requirements for each position that are established by AHJ policies and any other applicable regulations. a. Initial training and certification requirements b. Proficiency training requirements c. Promotional training requirements d. Higher education considerations		
2.	Conduct a training needs assessment. NOTE: Consult the organization's training staff for input.		
3.	Analyze operations data to identify areas that need improvement through additional training and education.		
4.	Compare the proposed training goals to industry standards and best practices.		
5.	Determine if the training division's current staffing level can accommodate training needs or if outside assistance or external training and educational sources are required.		

Skill Sheet 5

Objective 10 Establish and evaluate a list of education and in-service training goals.
[NFPA 1021, 7.2.3]

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will establish a list of education and in-service training goals. Instructors should provide students with information about a model organization or allow them to use their own organization's information. Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Applicable federal, state/provincial, and local laws and regulations
- Job descriptions for each position in the organization
- Promotional requirements and succession planning information
- Training requirements of the organization
- Incident logs, EMS run reports, and other operations data

Skill Sheet 6 Assessment

Objective 11 Assess a member assistance program. *[NFPA 1021, 7.2.4]*

Task Steps		Yes	No
1.	Research the goals of the MAP and identify all services provided by the MAP.		
2.	Confirm that the program is compliant with all applicable federal, state/provincial, and local regulations.		
3.	Confirm that the MAP meets organizational needs and goals.		
4.	Review MAP usage data.		
5.	Compare the goals of the MAP with actual outcomes.		
6.	Communicate with members of the organization to identify areas of needed improvement.		
7.	Analyze use records to identify historical trends and determine the need for additional services provided through the MAP.		
8.	Make recommendations for improvements to the MAP based on analysis of the existing plan.		

Skill Sheet 6

Objective 11 Assess a member assistance program. *[NFPA 1021, 7.2.4]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will assess a member-assistance program (MAP). Instructors should provide students with information about a model member assistance program or allow them to use information from their own organization. Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Member assistance program data
- Applicable federal, state/provincial, and local laws and regulations

Skill Sheet 7 Assessment

Objective 3 Develop and implement a risk management program. *[NFPA 1021, 7.7.1]*

Task Steps		Yes	No
1.	Perform an occupational hazard analysis.		
2.	Identify the frequency and severity of occupational hazards in the organization.		
3.	Perform a personnel risk analysis.		
4.	Identify the frequency and severity of personnel and organizational risk.		
5.	Prioritize hazards and risks in the organization.		
6.	Conduct a vulnerability assessment using the VAP.		
7.	Outline a plan for monitoring risk.		
8.	Determine the risk control techniques that must be implemented in order to reduce the identified risks.		
9.	Implement the risk management program.		
10.	Evaluate the goals of the risk management program with the post-implementation data to determine the effectiveness of the program.		
11.	Revise the program as necessary.		

Skill Sheet 7

Objective 3 Develop and implement a risk management program. *[NFPA 1021, 7.7.1]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will develop and lead a risk management program. Instructors should provide students with data about organizational hazards and risks or may allow students to use information about their own organization. Always follow local standard operating procedures (SOPs) when performing all skills.

NOTE: Instructors may need to find additional resources based on the needs of the class.

Resources

- Data about organizational hazards and risks
- Risk analysis matrix
- NIOSH studies and documents
- Vulnerability Assessment Program (VAP) worksheet or online tool
- SWOT analysis
- Formula for calculating frequency and severity of risk

Skill Sheet 8 Assessment

Objective 5 Develop and administer a media relations policy. *[NFPA 1021, 7.3.2]*

NOTE: For this skill, media relations refers to all types of media, including: print, radio, television, and social media.

Task Steps		Yes	No
1.	Identify authorized positions that will be utilized to interact with the media.		
2.	Identify approved and unapproved methods of interacting with the media.		
3.	Identify appropriate and inappropriate content for media communications.		
4.	Outline consequences for members who violate the media relations policy.		
5.	Disseminate the media relations policy and train all members of the organization.		
6.	Monitor media relations and revise the policy as necessary.		

Skill Sheet 8

Objective 5 Develop and administer a media relations policy. *[NFPA 1021, 7.3.2]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will develop and administer a media relations policy. Instructors should provide students with information about a model organization or allow students to use their own organization as a model.

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

Resources

- Local SOPs
- Access to the organization's social media profiles

Skill Sheet 9 Assessment

Objective 6 Participate as a leader in community functions or organizations. *[NFPA 1021, 7.3.1]*

Task Steps		Yes	No
1.	Research a local organization that has the potential to improve relations between the fire and emergency services organization and the community.		
2.	Communicate with leaders of the organization to discuss possible partnerships, as needed.		
3.	Participate in the organization. NOTE: Participation may involve an ongoing, active role in the organization or it may be a short-term involvement.		
4.	Identify any projects and needs that would involve the fire and emergency services organization.		
5.	Develop a plan to create an ongoing partnership between the community organization and the fire and emergency services organization. a. Address specific community and organizational needs or issues b. Include other members of the organization, as appropriate		
6.	Present the plan.		

Skill Sheet 9

Objective 6 Participate as a leader in community functions or organizations. *[NFPA 1021, 7.3.1]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will participate as a leader in community functions or organizations. Always follow local standard operating procedures (SOPs) when performing all skills.

NOTE: Due to time constraints in the classroom setting, students may not be able to actually participate in the organization. The instructor can ask students to make a presentation over the organizations that they have researched or require them to actually become involved.

Resources

- Information about community organizations and functions
- Organization's public relations policy

Skill Sheet 10 Assessment

Objective 7 Develop a plan for a capital improvement project. *[NFPA 1021, 7.4.4]*

Task Steps		Yes	No
1.	Analyze the needs of the community and the organization.		
2.	Collect feedback from internal and external stakeholders.		
3.	Determine what capital improvement is necessary to address unmet needs.		
4.	Prepare a budget for the plan and identify sources of funding.		
5.	Provide steps for plan implementation.		
6.	Outline the method used to evaluate and revise the plan, if needed.		

Skill Sheet 10

Objective 7 Develop a plan for a capital improvement project. *[NFPA 1021, 7.4.4]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will develop a plan for a capital improvement project. Instructors should provide students with information from a model organization or allow them to use their own organization as a model.

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

Resources

- Information about community needs, demographics, and characteristics
- Applicable codes, standards, and laws

Skill Sheet 11 Assessment

Objective 8 Develop a comprehensive long-range plan for the organization. *[NFPA 1021, 7.4.1]*

NOTE: Add appropriate justification and other information as required by AHJ policies.

Task Steps		Yes	No
1.	Determine a timeline for the plan.		
2.	Identify needs and target hazards within the community.		
3.	Analyze whether existing resources and operations are meeting the needs of the community.		
4.	Determine what additional resources are necessary.		
5.	Prepare a budget for the plan.		
6.	Provide steps for plan implementation.		
7.	Collect input and feedback from internal and external stakeholders.		
8.	Outline a method to evaluate and revise the plan, if necessary.		

Skill Sheet 11

Objective 8 Develop a comprehensive long-range plan for the organization. *[NFPA 1021, 7.4.1]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will develop a comprehensive long-range plan for the organization. Instructors should provide students with information from a model organization or allow them to use their own organization as a model.

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

Resources

- Existing long-range plan
- Information about community needs, demographics, and characteristics
- Current departmental records
- Local SOPs

Skill Sheet 12 Assessment

Objective 9 Evaluate and plan for training needs and training facility needs. *[NFPA 1021, 7.4.2]*

Task Steps		Yes	No
1.	Evaluate the current training plan and goals to determine if goals are being met.		
2.	Analyze organization and community needs.		
3.	Revise training goals to meet the needs of the organization and the community.		
4.	Determine whether additional resources will be necessary to meet the revised goals and how those resources will be acquired. a. Budget b. Personnel c. Facility d. Training programs and sources		
5.	Determine any changes in operations or policies necessary to meet training needs.		
6.	Propose steps for implementation of any changes.		

Skill Sheet 12

Objective 9 Evaluate and plan for training needs and training facility needs. *[NFPA 1021, 7.4.2]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will evaluate and plan for training needs and training facility needs. Instructors should provide students with information from a model organization or allow them to use their own organization as a model.

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

Resources

- Organizational training goals and requirements
- Information about community needs, hazards, characteristics, and demographics
- Contractual agreements
- Applicable codes, standards, and laws

Skill Sheet 13 Assessment

Objective 10 Develop a written all-inclusive risk, hazard, and value analysis of the community. *[NFPA 1021, 7.4.3]*

Task Steps		Yes	No
1.	Determine existing and potential hazards and risks in the community. a. Behavioral b. Intentional c. Natural d. Occupancy related e. High-value/high-priority exposures		
2.	Compile a written report. a. List hazards in order of severity and frequency b. Current resources (personnel, apparatus, equipment, funding, outside contractors) c. Types and amounts of lacking resources		
3.	Identify potential solutions and alternatives to address the difference between current and required resources.		

Skill Sheet 13

Objective 10 Develop a written all-inclusive risk, hazard, and value analysis of the community. *[NFPA 1021, 7.4.3]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will develop a written all-inclusive risk, hazard, and value analysis of the community. Instructors should provide students with information from a model organization or allow them to use their own organization as a model.

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

Resources

- Information about community needs, demographics, and characteristics
- Applicable codes, standards, and laws

Skill Sheet 14 Assessment

Objective 11 Develop an all-hazard response plan for disasters and hostile events.
[NFPA 1021, 7.6.1, 7.6.2]

Task Steps		Yes	No
1.	Establish an interagency planning team.		
2.	Analyze existing response plans, if applicable.		
3.	Identify the potential for incidents in the community. a. Common disasters for which the area is prone b. Potential target hazards for civil unrest incidents		
4.	Define the process for activating the emergency operations center (EOC).		
5.	Create resource lists for the various types of incidents that may occur.		
6.	Determine resource allocation methods and duties.		
7.	Define individual roles and organizational responsibilities before, during, and after the response.		
8.	Describe the process for incident termination.		
9.	Create a plan for recovery.		
10.	Identify a method of evaluating the plan after implementation.		

Skill Sheet 14

Objective 11 Develop an all-hazard response plan for disasters and hostile events.
[NFPA 1021, 7.6.1, 7.6.2]

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will develop an all-hazard response plan for disasters and hostile events. Instructors should provide students with information from a model organization or allow them to use their own organization as a model.

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

Resources

- Existing disaster and civil unrest plans, if applicable
- Community demographic and target hazard data
- Local SOPs
- Mutual aid agreements
- Applicable laws and standards

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