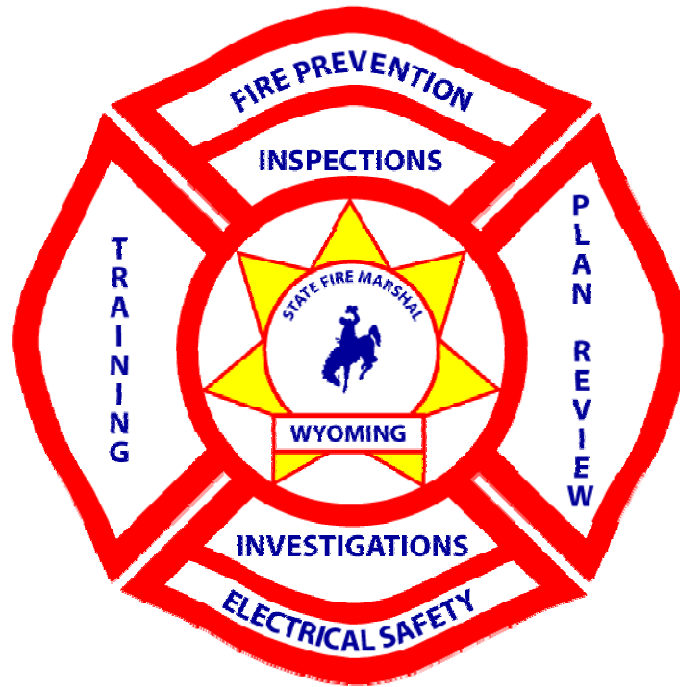


WYOMING FIREFIGHTERS CERTIFICATION SYSTEM



WYOMING FIRE INVESTIGATOR STANDARD

**NFPA 1033
2009 Edition**

**WYOMING DEPARTMENT OF FIRE PREVENTION
AND ELECTRICAL SAFETY**



16 Firefighter Life Safety Initiatives

1. Define and advocate the need for a cultural change within the fire service relating to safety; incorporating leadership, management, supervision, accountability and personal responsibility. ***From top to bottom the culture of the fire service must change. You can change your behavior today. Lead by example and make a difference – be an agent of change.**
2. Enhance the personal and organizational accountability for health and safety throughout the fire service. *** Each fire service organization must promote safe practices; each individual must have the tools to be safe and adhere to safe practices at ALL TIMES.**
3. Focus greater attention on the integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities. *** Learn the concept of “Risk Management,” ensure everyone understands the difference between acceptable risk and an unacceptable risk. Develop and implement a system to pre-identify unacceptable risk. GO and NO GO.**
4. All firefighters must be empowered to stop unsafe practices. *** Firefighters must be allowed to identify and report unsafe practices. Be aware of safe practices and look for unsafe ones.**
5. Develop and implement national standards for training, qualifications, and certification (including regular recertification) that are equally applicable to all firefighters based on the duties they are expected to perform. *** Seek state and national certifications at all levels available to your department. Support refresher training, promote teaching new methods and improve skills which are used infrequently.**
6. Develop and implement national medical and physical fitness standards that are equally applicable to all firefighters, based on the duties they are expected to perform. ***Departments should establish and enforce SOP”s which support wellness. Adopt a “heart healthy” life style.**
7. Create a national research agenda and data collection system that relates to the initiatives.
*** Encourage your department to participate in WFIRS. Support data gathering at your department.**
8. ***Utilize available technology wherever it can produce higher levels of health and safety.**
9. Thoroughly investigate all firefighter fatalities, injuries, and near misses. ***Implement investigation without delay.**
10. *** Grant programs should support the implementation of safe practices and/or mandate safe practices as an eligibility requirement.**
11. National standards for emergency response policies and procedures should be developed and championed. *** National standard for emergency response policy and procedures should be developed. At the local level – help adopt safe driving rules and enforce them – “arrive alive.”**
12. National protocols for response to violent incidents should be developed and championed. *** Fire and EMS workers deserve to have policies which will reduce their exposure to all threats of violence.**
13. Firefighters and their families must have access to counseling and psychological support.
*** Firefighting is a high risk occupation, which can put firefighters and their families under extreme stress. They deserve access to mental health care.**
14. Public education must receive more resources and be championed as a critical fire and life safety program. *** Public education is a responsibility of all fire service personnel. It should not be reserved for one week in October. Make communicating the fire prevention message to the community a priority.**
15. Advocacy must be strengthened for the enforcement of fire code. *** Make sure all firefighters understand how sprinkler systems operate and the value they bring to reducing Line of Duty Death.**
16. Safety must be a primary consideration in the design of apparatus and equipment.
*** Encourage your department to make safety the highest priority in equipment and apparatus purchases – as high as design and price.**



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EVERYONE GOES HOME[®]
FIREFIGHTER LIFE SAFETY INITIATIVES

16 Firefighter Life Safety Initiatives

The 16 initiatives, listed on the preceding page, address the 6 root causes of firefighter injuries, close calls, and Line of Duty Death.

1. Ineffective policies and procedures.
2. Ineffective decision making.
3. Lack of preparedness.
4. Ineffective leadership.
5. Lack of personal responsibility.
6. Extraordinary and unpredictable circumstances.

For more information on the

Courage to be safe So everyone goes home program

Contact the Department of Fire Prevention

Training Division

At 307-777-7288

Or

View the Courage to be Safe Drills on our website at: <http://wyofire.state.wy.us>

Wyoming Firefighters Certification Committee

The WFCC is an 11 member board, which consists of 8- members from the fire service; 1- member from the State Forestry Rural Training Officer, 1- member representing the State Fire Marshals Office, 1- member representing a college with an emergency services program. The committee members function as liaison between the fire service and the Wyoming State Fire Marshal. The committee also serves in an advisory capacity to consider needs and plans of the DFPES.

**Please visit the SFMO website at <http://wyofire.state.wy.us>
For a current list of the members of the
Wyoming Firefighters Certification Committee**

Wyoming State Fire Marshal Department of Fire Prevention and Electrical Safety

Please direct Wyoming Firefighter certification questions and comments to:
Certification Coordinator
DFPES-Training Division
Herschler Building 1 West
122 W. 25th Street
Cheyenne, Wyoming 82002

PH: (307) 777-7288

FAX: (307) 777-7119

Please visit our Web site at: <http://wyofire.state.wy.us>

Wyoming Firefighter Certification Standards

Technical Committee

The Department of Fire Prevention and Electrical Safety would like to recognize and extend our appreciation to all the fire service professionals who worked on the firefighter certification standards. These individuals devoted many hours reviewing the National Fire Protection Association Standards, certification test banks and developing skills for these standards. To everyone involved you can take great satisfaction of knowing you have contributed to the professional development and safety of the fire service of Wyoming

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INTRODUCTION

The world we live in is changing so fast, and the many phases of the fire service are becoming so technical and complex that fire service training must be utilized to its maximum potential. Any overlap, fragmentation, and lack of basic structure must be eliminated. Standardization is the natural complement and necessity.

The fire service in Wyoming, through a state certification program, can meet the needs of future growth and establish uniformity through certification. We will then have more effective and efficient utilization of resources so as to provide the best possible fire protection service for all the citizens throughout the state of Wyoming.

Through these national standards and certification, firefighters and fire departments have a tool to measure specific levels of skills, abilities and knowledge. The DFPES and the Wyoming Firefighters Certification Committee believe by participating in this certification program, firefighters and fire departments will be better prepared to provide quality life safety and fire protection for their communities.

CERTIFICATION REQUIREMENTS

The following certification requirements are based on the objectives listed in the National Fire Protection Association (NFPA) 1033, *Standard for Professional Qualifications for Fire Investigator*, as verified and adopted by the Wyoming Firefighters Certification Committee (WFCC).

Entrance Requirements

In order to certify within the Wyoming Fire Service Fire Investigator program, departments/firefighters must fulfill the following requirements:

1. Certified at the Haz/Mat Operations level.
2. Set up and maintain department records.
3. Train on the required written and practical objectives.
4. Pass a department "In House" comprehensive examination.
5. Meet any other training requirements/prerequisites as defined by the DFPES.
6. Pass written examination administered by the DFPES
7. Request Fire Investigator certification.

The DFPES acknowledges the importance of and need for entrance requirements as listed in the NFPA 1001 *Standard on Fire Fighter Professional Qualifications*. Many agencies and departments have existing policies, regulations, etc. already in place regarding these requirements. The handling of entrance requirements is a **LOCAL MATTER**, outside the authority and jurisdiction of the DFPES. The DFPES will not check, test, evaluate or determine how individual agencies meet these requirements. Some departments have found it necessary to waive any type of entrance requirements due to their own special needs. As a local decision, this is permitted. However, due to the amount of physical, mental and emotional stress inherent in this profession, the **DFPES strongly recommends careful evaluation before altering or doing away with any existing entrance requirements.**

Physical Fitness Requirements

The requirements listed in NFPA 1001, Chapter 4 are:

1. Meet the minimum educational requirements established by the authority having jurisdiction.
2. Meet the medical requirements of NFPA 1582, *Comprehensive Occupational Medical Program for Fire Departments*.
3. Physical fitness requirements for entry-level personnel shall be developed and validated by the authority having jurisdiction. Physical fitness requirements shall be in compliance with applicable Equal Employment Opportunity regulations and other legal requirements.

Additional Requirements

1. The National Fire Protection Association (NFPA) 1033, *Standard for Professional Qualifications for Fire Investigator*, section 1.3.1 mandates that the fire investigator shall be at least 18 years of age.
2. In addition, the NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, section 1.3.2 also mandates that the fire investigator shall have a high school diploma or equivalent.
3. Due to the nature of the role of Fire Investigator, the Wyoming Department of Fire Prevention and Electrical Safety strongly suggests that Chief/Administrators conduct a background investigation for members of their agency who are tasked with the responsibility for being a fire investigator.
4. **1.3.7*** The fire investigator shall remain current with investigation methodology, fire protection technology, and code requirements by attending workshops and seminars and/or through professional publications and journals.
1.3.8* The investigator shall have and maintain at a minimum an up-to-date basic knowledge of the following topics beyond the high school level at a post-secondary education level:
 - (1) Fire science
 - (2) Fire chemistry
 - (3) Thermodynamics
 - (4) Thermometry
 - (5) Fire dynamics
 - (6) Explosion dynamics
 - (7) Computer fire modeling
 - (8) Fire investigation
 - (9) Fire analysis
 - (10) Fire investigation methodology
 - (11) Fire investigation technology
 - (12) Hazardous materials
 - (13) Failure analysis and analytical tools

DEPARTMENT TRAINING

Candidates in the Wyoming Fire Service Fire Investigator program must successfully complete the following training courses or requirements. A certificate of completion, grade transcript or other proof of successful course **must** accompany request for certification.

Training Requirements

1. Complete IFSTA Fire Investigator course, contact the DFPES Training Division.
2. W-209 - Courtroom Preparation and Testimony for First Responders (2 Days Hand-Off)
3. Complete ICS-100: Introduction to ICS.
4. Complete ICS-200: Basic ICS.

ICS and NIMS course website: http://www.fema.gov/emergency/nims/nims_training.shtm#1

Course material studies may be referenced in the following textbooks:

1. International Fire Service Training Association (IFSTA), *Fire Investigator*, 1st Edition.
2. NFPA 1033, Standard for Professional Qualifications for Fire Investigator, 2009 Edition.
3. Brady, Prentice Hall, Kirks' Fire Investigation, 6th Edition.
4. NFPA 921 Fire and Explosion Investigations, 2009 Edition.
5. Delmar, Fire Investigation, 1st Edition, 1st printing.
6. Jones and Bartlett, Brannigan's Building Construction for the Fire Service, 4th Edition, 1st printing.

These textbooks are available from various fire service bookstores.

A current list of textbook sources is available by calling the DFPES at (307) 777-7288 or 307-857-6820. The Wyoming Fire Service Library catalog is available at <http://wyofire.state.wy.us>

There are numerous methods departments have used to help prepare their personnel for the written examination. Considering the high level of skill and knowledge required for Fire Investigator, the DFPES recommends the candidate participate in a comprehensive class and receive instruction on both manipulative and written requirements.

Manipulative Objectives

Each of the manipulative skill objectives shall be completed swiftly, safely, and with competence as defined below:

- **Swiftly** – Each manipulative skill objective must be completed within the allotted time.
- **Safely** – Each manipulative skill objective must be completed safely. Actions that could injure an individual or damage equipment are unacceptable. Equipment should be checked prior to skill testing or training to see that it is safe and functional.
- **Competence** – Each manipulative skill objective is performed in accordance with the Wyoming Standard. This includes performing the proper steps in sequence. Competence will be measured in accordance with the DFPES manipulative skill objectives.

Department Training Records

Each candidate shall have a training record on file with the department, which indicates whether he/she has trained on all manipulative skill objectives. This record shall be signed off or initialed by a department training officer. Training records must indicate the date, instructor, and total number of hours trained for each manipulative skill objective. Departments shall use the form provided in Appendix A.

Department Training Officers

For departments to enroll in the certification process, it is necessary for the department to assign training officers. It is recommended departments assign at least two personnel as training officers to coordinate and provide certification training.

The National Fire Protection Association (NFPA) 1033, *Standard for Professional Qualifications for Fire Investigator*, section 1.3.6 mandates evaluation of job performance requirements shall be by individuals who are qualified and approved by the authority having jurisdiction.

Department training officers shall be State Certified at the level they are teaching. For this standard, Fire Investigator, the DFPES strongly recommends training officers/instructors be State Certified at the Fire Service Instructor I level.

Department training officers/instructors will be responsible for certification training. Their primary responsibility will be to teach, evaluate, and in-house test department personnel on the manipulative skill and evaluation requirements for each level of certification training.

Departments who **do not** have certified personnel to act as training officers for certification training should contact the DFPES at 307-777-7288 for assistance in setting up and monitoring certification training.

Department “In House” Comprehensive Examination

At the completion of the department’s manipulative skills training, the department is **required** to hold an “In-House” comprehensive examination for the level being trained. This is a comprehensive “In-House” test conducted by the department training officers. This test is to ensure that skill mastery has been obtained from the beginning to the end of the training process, and to prepare participants for the state examination. Training officers may utilize other personnel to assist in administering the exam; however, all personnel assisting with the testing should be certified at the level they are “in-house” testing.

In House Test instructions for the examination are located in Appendix B. It is recommended candidates be given two attempts at any skill. **If they fail on the second try, then they have failed the evaluation and are required to go through additional training by the department trainer.** No training, teaching, or coaching is allowed during the test. After the evaluation, using the test to teach and train is recommended.

If skill weaknesses are evident, the department shall conduct additional training and hold a new department “in-house” comprehensive examination. Department training records must show all candidates have successfully passed the “in-house” examination.

CERTIFICATION EXAMINATIONS

After completion of the training process, the Fire Chief/Head of Department can request testing for the department. Using the “Request Examination” form in Appendix E. The Fire Chief/Head of Department may request a written examination and manipulative test for certification. A testing fee *may* be charged at the time of certification. Request forms must reach the DFPES no later than **30 days prior to** the examination date. The entire examination process must be completed within **2 years** of the **first** written/skills exam date.

Written Examinations

The written examination is a randomly generated **100-question** test covering the written objectives of the Fire Investigator standard. A minimum score of 80% is required to pass the certification examination. Firefighters failing the first attempt of the written exam will be permitted to retest no sooner than **30 days** from the date of the last exam.

SAMPLE WRITTEN EXAMINATION QUESTIONS:

Civil litigation lawsuits typically involve claims of damages for:

- A. *Death*
- B. *Injury.*
- C. *Property damage*
- D. All of the above.**

The purpose of fire scene reconstruction is to recreate as nearly as possible the stat that existed prior to the fire, allowing the investigator to:

- A. *Show depth of char.*
- B. *Determine other fire-related criminal acts.*
- C. Make a more accurate origin analysis.**
- D. *Determine the source of the first material ignited.*

FIRE INVESTIGATOR CERTIFICATION

When all requirements for certification have been met, candidates are eligible to be certified. The Fire Chief/Head of Department may apply to the DFPES for certification for those candidates who have successfully completed the certification training/testing process. Request for state certification will be submitted to the DFPES using the “**Request for Certification**” form provided in Appendix E. The names are then checked against the official state records to ensure each individual listed has met all requirements.

Those candidates who have met the requirements are issued a certificate and patch. These are sent to the Fire Chief/Head of the Department for disbursement.

For more information on Wyoming Fire Investigator certification contact the:

DFPES Certification Coordinator
Herschler Building 1 West
122 W. 25th Street
Cheyenne, WY 82002
307-777-7288
<http://wyofire.state.wy.us>

FIRE INVESTIGATOR CERTIFICATION CHECKLIST

ENTRANCE REQUIREMENTS:

Each candidate has met requirements listed in the National Fire Protection Association (NFPA) 1033, *Standard for Professional Qualifications for Fire Investigator*, Chapter 4 or those established by the authority having jurisdiction.

DEPARTMENT TRAINING RECORDS:

Each candidate has a training record on file with the department that shows:

1. A learning experience in each manipulative skill objectives
2. Dates of training
3. Initials of instructors
4. Total number of hours trained in each manipulative skill objective

ADDITIONAL TRAINING/PREREQUISITE REQUIREMENTS:

Certified at the Haz/Mat Operations level.

Complete IFSTA Fire Investigator course, contact the DFPES Training Division.

Complete the course listed on Page 4 of this certification task book.

DEPARTMENT “IN HOUSE” COMPREHENSIVE EXAMINATION:

Each participant has successfully completed an “In House” comprehensive examination.

Results of exam are documented in department training records.

CERTIFICATION EXAMINATIONS:

Each participant has passed the DFPES written examination with 80% or better.

FIRE INVESTIGATOR – CERTIFICATION:

Fire Chief/Head of Department request certification for candidates using the “Request for Certification” form.

FIRE INVESTIGATOR MANIPULATIVE SKILLS OBJECTIVES

SCENE EXAMINATION

NFPA 1033, 4.2.1 & NFPA 921, 1.1, 1.2, 4.3, 23.5.2.1

Skill 1: Demonstrate securing a fire ground/scene so that unauthorized persons can recognize the perimeters of the investigative scene and are kept from restricted areas and evidence or potential evidence is protected from damage or destruction.

Condition: Given marking or barrier devices (i.e., tape, cones, or rope), special tools or equipment that would assist in establishing a perimeter.

Time: 5:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Assess fire/explosion scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Determine initial scope and purpose of investigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Determine the size of the perimeter that is to be established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Set up barrier devices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Determine entry/exit point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.2.2 & NFPA 921, Chapter 12.1, 12.4.1

Skill 2: Conduct an exterior survey so that evidence is preserved, fire damage is interpreted, hazards are identified, accessibility to the property is determined and all potential means of ingress and egress are discovered.

Condition: Given standard equipment and tools (See Appendix B for list of equipment).

Time: 10:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Assess fire ground for safety hazards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assess structural condition of building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Observe and identify exterior damage and effects of the fire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify and mark any evidence or potential evidence found on the exterior of the fire scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Determine entry/exit point for scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Control access into perimeter with police or firefighter if possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.2.3 & NFPA 921, Chapter 12.1-12.4.1, 15.1-15.6

Skill 3: Conduct an interior survey so that areas of potential evidentiary value requiring further examination are identified and preserved, the evidentiary value of contents is determined, and hazards are identified in order to avoid injuries.

Condition: Given standard equipment and tools (See Appendix B for list of equipment).

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Assess fire ground for safety hazards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assess structural condition of building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Observe and identify interior damage and effects of the fire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify areas that require additional investigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Evaluate the area to determine the presence or absence of building contents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Determine entry/exit point for scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Control access into perimeter with police or firefighter if possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.2.4 & NFPA 921, Chapter 4.1 - 4.1.20.2, 15.2

Skill 4: Interpret burn patterns so that each individual pattern is evaluated with respect to the burning characteristics of the material involved.

Condition: Given standard equipment and tools (See Appendix B for list of equipment) and structural or content remains.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Identify the material involved in fire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify movement and intensity patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify plume generated patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify ventilation generated patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify hot-gas layer generated patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify full-room involvement patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify burn patterns on horizontal surfaces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.2.5 & NFPA 921, Chapter 4.1 - 4.20.2

Skill 5: Correlate burn patterns so that fire development is determined, methods and effects of suppression are evaluated, false origin area patterns are recognized and all areas of origin are correctly identified.

Condition: Given standard equipment and tools (See Appendix B for list of equipment) and some structural or content remains.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Interpret variations of burn pattern on different materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Contrast and compare burn patterns to determine their relevance to fire spread. (Eliminate patterns caused by suppression activities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify and use two or more fire patterns to determine area of origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify area of low burn. (Eliminate false origin areas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify and summarize area of fire origin and fire development scenario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.2.6 & NFPA 921, Chapter 14.1-14.9, 14.11. 15.7.2, 16.1-16.7

Skill 6: Examine and remove fire debris so that all debris is checked for fire cause evidence, the potential ignition source(s) is identified and evidence is preserved without investigator inflicted damage or contamination.

Condition: Given standard equipment and tools (See Appendix B for list of equipment) and some structural or content remains.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Determine area to remove debris.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Determine debris to be removed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Remove debris in systematic process, examine and facilitate documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify ignition source(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify first fuel(s) ignited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Determine (to reasonable degree of certainty) the circumstances that brought the fuel and the ignition source together (fire cause).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Describe the appropriate preservation of evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.2.7 & NFPA 921

Skill 7: Reconstruct the area of origin so that all protected areas and burn patterns are identified and correlated to contents or structural remains, items potentially critical to cause determination and photo documentation are returned to their prefire location and the area(s) or point(s) of origin is discovered.

Condition: Given standard equipment and tools (See Appendix B for list of equipment) and some structural or content remains.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Re-create the scene with contents in their pre-fire location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Examine all materials to determine the effects of fire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify different types of fire damaged contents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Document fire growth patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify and document potential ignition sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify and document first material ignited (if possible).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Return materials to their original position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Document and collect evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.2.8 & NFPA 921

Skill 8: Inspect the performance of building systems including detection, suppression, HVAC, utilities and building complementation so that a determination can be made as to the need for expert resources, an operating systems impact on fire growth and spread is considered in identifying origin areas, defeated and/or failed systems are identified and the system's potential as a fire cause is recognized.

Condition: Given example(s) of equipment, standard equipment and tools (See Appendix 13 for list of equipment).

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Identify which type(s) of building systems are present in a structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify which systems are present in the area of origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Determine if system(s) functioned properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify alterations to, and failure indicators of the building systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Determine if system(s) impacted fire behavior, growth or extension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Determine the impact of fire suppression activities on the building systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Document system(s) identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Contact "expert" resources if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.2.9 & NFPA 921

Skill 9: Discriminate the effects of explosions from other types of damage so that an explosion is identified and its evidence is preserved.

Condition: Given a scenario and standard equipment and tools (See Appendix B for list of equipment).

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Identify explosive effects on glass, walls, foundations, and other building materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Distinguish between low-and high-order explosion effects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Examine scene and area of origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Document items of evidence in area of origin and blast zone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

DOCUMENTING THE SCENE**NFPA 1033, 4.3.1 & NFPA 921, 13.4**

Skill 10: Diagram the scene so that the scene is accurately represented and evidence, pertinent contents, significant patterns, and origin area(s) or point(s) are identified.

Condition: Given a scenario, standard equipment and tools (See Appendix B for list of equipment).

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Sketch plot and floor plan of fire building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sketch layout of the fire scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify location of furniture and other contents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify area/point of origin(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify burn patterns, fire travel paths, smoke patterns and travel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify fire detection or suppression systems and devices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify location of evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Document scene on agency forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.3.2 & NFPA 921

Skill 11: Photographically document the scene so that the scene is accurately depicted and the photographs support scene findings.

Condition: Given standard photographic equipment and tools (See Appendix B for list of equipment).

Time: 30:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Establish a photo log so that all shots taken can be identified and accounted for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify the camera used. Indicate on camera (film/disc): name of investigator, time, date and location of incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Begin on the outside of the fire building, establish the location of the scene, landmarks, and building as it sets in relationship to Street.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Photograph any evidence found on outside of structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Photograph burn patterns on outside of structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Photograph interior rooms in proximity to the fire room that was impacted by the fire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Photograph area/point of origin(s) before, during, and at conclusion of investigative process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.3.3 & NFPA 921

Skill 12: Construct investigative notes so that the notes are accurate, provide further documentation of the scene, and represent complete documentation of the scene findings.

Condition: Given available documents (i.e. prefire plans, inspection reports and interview information), standard equipment and tools (See Appendix B for list of equipment).

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Select correct form or use appropriate document for investigative notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify date, time, investigator, and location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Record facts and actual observations related to the fire scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Be complete; avoid inclusion of personal comments or options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use a systematic and consistent method when writing field notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Establish a case file for incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE COLLECTION AND PRESERVATION

NFPA 1033, 4.4.1 & NFPA 921, 20.2.3, 20.2.4

Skill 13: Utilize proper procedures for managing victims and fatalities so that all evidence is discovered and preserved and protocol procedures are followed.

Condition: Given a scenario, protocol and appropriate personnel.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Secure the scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify victim (s) and or fatalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Notify appropriate agencies (i.e. law enforcement, county attorney, medical examiner, and State Fire Marshal's Office).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establish lead investigator/case manager.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Conduct investigation utilizing unified command structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.4.2 & NFPA 921

Skill 14: Locate, collect, and package evidence so that evidence is identified, preserved, collected, and packaged to avoid contamination and investigator - inflicted damage and the chain of custody is established.

Condition: Given a scenario, standard or special tools and equipment and evidence collection materials.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Identify evidence to be collected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Document specific location of the item at the scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Photograph shows the evidence as it was found and its relationship to other items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Document a description of the evidence and any unique markings or labeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Document date, time and location the evidence was collected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify the investigator who located the evidence and removed it from the scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrate proper evidence collection method to avoid cross contamination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.4.3 & NFPA 921

Skill 15: Select evidence for analysis so that items for analysis support specific investigative needs.

Condition: Given information from the investigative file.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Determine location and size of sample to be taken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Select appropriate tool to collect sample with and appropriate container to place sample in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Collect sample and place in container.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Determine location and size of comparison sample to be taken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Select appropriate tool to collect comparison sample with and appropriate container to place comparison sample in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Collect comparison sample and place in container.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Document (photograph and description) of sample location, time, date, investigator and incident number on container.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintain chain of custody or samples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.4.4 & NFPA 921, 14.5-14.5.6, 14.9

Skill 16: Maintain a chain of custody so that written documentation exists for each piece of evidence and evidence is secured.

Condition: Given standard investigative tools, marking tools, and evidence tags or logs.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Collect evidence sample at scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify evidence on log sheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Document and maintain security of evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Document each time the evidence changes custody.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain evidence log as part of incident related documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.4.5 & NFPA 92, 14.11

Skill 17: Dispose of evidence so that the disposal is timely, safely conducted, and in compliance with jurisdictional or agency requirements.

Condition: Given jurisdictional regulations and file information.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Receive proper authorization and documentation to dispose of evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Return evidence to rightful owner as applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Dispose of evidence as directed by agency requirements, which are not harmful to the investigator or the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Document the disposal of the evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEW**NFPA 1033, 4.5.1 & NFPA 921, 11.1.1, 11.4.1-11.4.3**

Skill 18: Develop an interview plan so that the plan reflects a strategy to further determine the fire cause and affix responsibility and includes a relevant questioning strategy for each individual to be interviewed that promotes the efficient use of the investigator's time.

Condition: Given a scenario and person(s) for interviewing.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Gather pertinent and accurate information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obtain information that corroborates or refutes the investigative data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist in the determination of the fire origin, cause and affixing responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify who is to be interviewed as part of the investigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Separate parties to be interviewed to different locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Determine location to conduct interviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.5.2 & NFPA 921, 11.4, 11.4.3

Skill 19: Conduct interviews so that pertinent information is obtained, follow-up questions are asked, responses to all questions are elicited, and the response to each question is documented accurately.

Condition: Given a scenario, and incident information.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Investigator introduces themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Investigator should positively identify the person being interviewed and document them by: name, SSN, DOB, Address, home and work phone number and a physical description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Investigator should document time, date and location of interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Investigator should outline purpose of the interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. During interview, investigator should remain calm, professional, positive and focused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Investigator should asked "open ended questions".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Document all responses to questions, note any discrepancies, note nonverbal indicators, and general impressions of the interviewee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Close the interview and allow the interviewee a chance to provide any additional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.5.3 & NFPA 921, 11

Skill 20: Evaluate interview information so that all interview data is individually analyzed and correlated with all other interviews, corroborative and conflictive information is documented, and new leads are discovered.

Condition: Given a scenario, interview transcripts or notes and incident data.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Organize and analyze all information collected. Identify any gaps in the investigative data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Based on interview, identify any other persons to be interviewed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Based on interview, analyze information provided by various individuals interviewed and judge the reliability of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Document analysis of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

POST-INCIDENT INVESTIGATION

NFPA 1033, 4.6.1 & NFPA 921, 11

Skill 21: Gather reports and records so that all gathered documents are applicable to the investigation, complete, and authentic; the chain of custody is maintained, and the material is admissible in a legal proceeding.

Condition: Given a scenario and appropriate documents.

Time: 10:00 minutes

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Gather all applicable reports: photos, videos, and interviews.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Ensure and document chain of custody.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Organize investigation file for reference.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.6.2 & NFPA 921, 11

Skill 22: Evaluate the investigative file so that areas for further investigation are identified, the relationship between gathered documents and information is interpreted and corroborative evidence and information discrepancies are discovered.

Condition: Given a scenario, all available fire information.

Time: 10:00 minutes

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Determine status of case (i.e. active/inactive).	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify areas needing further investigation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Coordinate with other agencies to determine possible links or similarities.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.6.3 & NFPA 921

Skill 23: Coordinate expert resources so that the expert’s competencies are matched to the specific investigation needs, financial expenditures are justified, and utilization clearly furthers the investigation toward the goals of causation determination or affixing responsibility.

Condition: Given a scenario, investigative file, reports and documents.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	<u>Y</u>	<u>N</u>	<u>Y</u>	<u>N</u>
1. Identify the need and type of an expert witness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify potential expert witnesses for investigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Determine expert’s qualifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Interview expert to determine ability to support investigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Determine budget to support use of expert witness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.6.4 & NFPA 921

Skill 24: Establish evidence as to motive and/or opportunity so that the evidence is supported by documentation and meets the evidentiary requirements of the jurisdiction.

Condition: Given a scenario.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	<u>Y</u>	<u>N</u>	<u>Y</u>	<u>N</u>
1. Identify motives for setting incendiary fires.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluate corresponding documents for suspect motives and or opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.6.5 & NFPA 921

Skill 25: Formulate an opinion of the person(s) and/or product(s) responsible for the fire so that the opinion regarding responsibility for a fire is supported by the records, reports, documents, and evidence.

Condition: Given a scenario and all investigative findings.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Review data and test hypothesis against data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Formulate and document conclusion of case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

PRESENTATIONS

NFPA 1033, 4.7.1 & NFPA 921

Skill 26: Prepare a written investigation report so that the report accurately reflects the investigative findings, is concise, expresses the investigator's opinion, and meets the needs or requirement for the intended audience(s).

Condition: Given a scenario, investigative findings, documentation, and a specific audience.

Time: No time-limit

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Prepare a written report that is:		
a. Concise with correct grammar and spelling.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
b. Reflects the investigative process.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
c. Reflects the investigator findings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Report written for intended audience.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.7.2 & NFPA 921

Skill 27: Express investigative findings verbally so that the information is accurate, the presentation is completed within the allotted time, and the presentation includes only need to know information for the intended audience.

Condition: Given a scenario, investigative findings, notes, a time allotment and a specific audience.

Time: 10:00 minutes

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Verbally communicate report to intended audience.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Focus on facts and relevant information.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Complete in allotted time.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt
Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.7.3 & NFPA 921

Skill 28: Testify during legal proceedings so that all pertinent investigative information and evidence is presented clearly and accurately, and the investigator's demeanor and attire are appropriate to the proceedings.

Condition: Given a scenario, investigative findings, contents of reports, and consultation with legal counsel.

Time: No time-limit

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Identify types of investigative findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify different types of legal proceedings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Review case file prior to testimony.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Arrive on time to proceeding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Dress appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communicate in professional, concise, and accurate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Respond to questions with pertinent information as it relates to the case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1033, 4.7.4 & NFPA 921

Skill 29: Conduct public informational presentations so that information is accurate, appropriate to the audience, and clearly supports the information needs of the audience.

Condition: Given a scenario and relative data.

Time: 10:00 minutes

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Gather and organize information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set time, date, and location for presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Determine audience needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Dress appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Give the information clearly, accurately and concisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Answer appropriate questions if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

First Attempt

Second Attempt

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**APPENDIX A
TRAINING RECORD**

Fire Investigator TRAINING RECORD / IN-HOUSE COMPREHENSIVE EXAM

NAME: _____

SSN: _____

DEPARTMENT: _____

SECTION	TRAINING RECORD			IN-HOUSE COMP. EXAM			MANIPULATIVE SKILL DEMONSTRATE
	DATE	INST	HRS	DATE	INST	P/F	
Scene Examination							1. Demonstrate securing a fire ground/scene.
							2. Conduct an exterior survey.
							3. Conduct an interior survey.
							4. Interpret burn patterns.
							5. Correlate burn patterns.
							6. Examine and remove fire debris.
							7. Reconstruct the area of origin.
							8. Inspect the performance of building systems.
							9. Discriminate the effects of explosions from other types of damage.
Document the Scene							10. Diagram the scene.
							11. Photographically document the scene.
							12. Construct investigative notes.
Evidence Collection and Preservation							13. Utilize proper procedures for managing victims and fatalities.
							14. Locate, collect, and package evidence.
							15. Select appropriate evidence for analysis.
							16. Maintain a chain of custody.
							17. Dispose of evidence.
Interview							18. Develop an interview plan.
							19. Conduct interview or interrogations.
							20. Evaluate interview information.
Post-Incident Investigation							21. Gather reports and records.
							22. Evaluate the investigative file.
							23. Coordinate expert resources.
							24. Establish evidence as to motive and or opportunity.
							25. Formulate an opinion of the person(s) and or product(s) responsible for the fire.

Fire Investigator
TRAINING RECORD / IN-HOUSE COMPREHENSIVE EXAM

NAME: _____ SSN: _____ DEPARTMENT: _____

SECTION	TRAINING RECORD			IN-HOUSE COMP. EXAM			MANIPULATIVE SKILL DEMONSTRATE
	DATE	INST	HRS	DATE	INST	P/F	
Presentation							26. Prepare a written investigation report.
							27. Express investigative findings verbally.
							28. Testify during legal proceedings.
							29. Conduct public informational presentations.

APPENDIX B
SUGGESTED TOOLS & EQUIPMENT LIST
FOR FIRE INVESTIGATORS

SUGGESTED TOOLS AND EQUIPMENT LIST FOR FIRE INVESTIGATORS

The following is a list of suggested equipment that may be used by a person conducting a fire investigation.

Minimum Equipment:

1. Personal Protective Equipment (PPE) this may vary due to the conditions under which an investigator maybe assessing a scene. At a very minimum the investigator should use:
 - a. Safety shoes or boots
 - b. Gloves
 - c. Head protection
 - d. Protective clothing such as coveralls or structural PPE
 - e. Filtered mask or Self Contained Breathing Apparatus (SCBA)
 - f. Eye protection
2. Camera, with film and flash
3. Barrier tape, marking cones or other marking devices
4. Evidence containers: paint cans, paper sacks, etc.
5. Flashlight or additional lighting, cord reels and a generator as needed
6. Shovel, round or square mouth
7. Broom and various sizes of brushes
8. Hand tools with a carrying case:
 - a. Claw hammer
 - b. Hatchet
 - c. Pry bar
 - d. Hacksaw with extra blades
 - e. Keyhole saw with extra blades
 - f. Screwdrivers of various sizes and types
 - g. Pliers wire cutters
 - h. Utility knife with extra blades
 - i. Mason trowel
 - j. Wood chisel
 - k. Cold chisel
 - l. Tape measure
 - m. 6" rules
 - n. Pencil magnet
 - o. Tire depth-gauge tool
 - p. Pencil scribe
 - q. Marking pens
 - r. Multi-meter (volt-ohm)
9. Other tools or equipment as needed for a specific fire scene such as: ladders, rope, etc.

APPENDIX C
SAMPLE FIRE REPORT

Report # __ - _____ - ____

Property Type & Construction Type: (if applicable)

Location: (must reflect jurisdiction, i.e. Cheyenne, Laramie County, Wyoming) Fire Cause

Fire Cause:

Date of Fire:

Owner and/or Occupant:

Extent of Damage:

Injuries or Deaths:

Date of Investigation:

Summary:

Dispatch Information**Lawful Presence****Scene Description****Condition at Beginning of Examination****Scene Security****Others Present During Examination****Necessary Details** (including witness information and interviews)**Exterior Damage****Interior Damage****Potential Fire Causes Not Responsible****Conclusions** (to reflect origin and cause)**Photo Log** and at least two photos (one showing the property and one showing origin)**Evidence Log****Report Dissemination**

Report of Dissemination

Case Number: SFM # __-____-____

Location:

Requesting Agency/Department:

Attn:

Address:

Phone: (____) ____-____

Date: _____, 20__

Information Disseminated: _____

Attn:

Address:

Phone: (____) ____-____

Date: _____, 20__

Information Disseminated: _____

Attn:

Address:

Phone: (____) ____-____

Date: _____, 20__

Information Disseminated: _____

Attn:

Address:

Phone: (____) ____-____

Date: _____, 20__

Information Disseminated: _____

Authority: _____ Investigator: (Name)

Sender: _____

Mail Class: _____ Hand Carried/Picked-Up: _____

APPENDIX D
IN-HOUSE PROCTOR INSTRUCTIONS

Tester Instructions for “In-House” Comprehensive Examination

As the training officers for your department you are authorized by the DFPES to conduct the 100% skills test for this level of certification. You must be certified to the level you are testing, i.e., if you’re FFII you can test FFI and FFII, Awareness and HM Operations.

PRIOR TO CONDUCTING TEST, REVIEW TRAINING RECORDS

It is important that before doing this “In-House” exam that the candidate has completed training in all areas for the level being tested.

SAFETY OFFICER SELECTED AND BRIEFED

Select a Safety Officer to assist you during the test. This person, if possible, should not be taking the same test that is being given. The Safety Officer will not assist with the testing process. The Safety Officer is there to protect CANDIDATES from injury during the testing process. The Safety Officer shall be in a position to observe all students and ensure their safety at all times during the testing procedure.

By using the following instructions you will be able to evaluate the skill being tested and determine the candidate’s readiness for the State “Spot Check” exam.

1. Keep in mind this is a **test** and there should be **no coaching or training** during the testing process. If a candidate fails to perform a skill, it will count as a first attempt failure and they will be given a second attempt. If they fail a second time they need to be retrained on that skill and tested again. Only **qualified** candidates that have passed with **100%** should be allowed to take the State SPOT CHECK exam.
2. Before beginning the testing process meet with all candidates and review the testing process. Explain that this is a **test** and that the same process being used for the “In-House” will be used during the state exam.
3. Designate a secure location for the candidates to remain in while the “In-House” exam is conducted. This location should be away from the area where the exam is being conducted.
4. If possible, separate your testing stations so candidates cannot observe each other during the test.
5. To evaluate a candidate’s performance, use the following as a guide.
 - a. The skill is completed in the allotted time,
 - b. Competence is shown by completing all performance criteria,
 - c. Safety is shown while completing the skill.
6. At each test station the tester will read the **SKILL** to be demonstrated, the **CONDITIONS** to be met and the **TIME** limit to complete each skill. This information is contained in the skill section of each standards packet. Do this with each student as they come to each testing station. Ask for any questions. As each skill is tested and completed sign it off in the section provided on the candidates training record. By conducting the “In-House” test in this manner, you will prepare your candidates to successfully pass the state “spot check” exam. This will also assure training records are current and that only those who are truly prepared take the state certification examination.

**WYOMING DEPARTMENT OF FIRE PREVENTION & ELECTRICAL SAFETY
EXAMINATION REQUEST / CERTIFICATION REQUEST FORM**

Please complete all information on BOTH sides of this form and return to the DFPES at least **30 days prior** to the requested examination date. A separate request **MUST** be made for each level of certification exam desired and for each exam date. Phone Number: 307-777-7288. FAX: 307-777-7119

Department Information

Department Name: _____

Examination Request for Written / Skills – Circle the appropriate level

WRITTEN Examination: FF I FF II HMA HMO ADO –Aerial ADO –Pumper
Fire Officer I Fire Instructor I Fire Investigator

MANIPULATIVE Examination: FF I FF II HMA HMO ADO –Aerial ADO –Pumper
Fire Officer I Fire Instructor I

Requested Date and Time: _____

Number taking Written Examination: _____ Number taking Manipulative exam: _____

Examination Location: _____

Street Address: _____ City/State: _____ Zip: _____

By your signature below we acknowledge that training records exist to support that each individual who will attend the exam has received a learning experience in each subject area required for testing and has met all other requirements for the level being examined for as specified in the Certification Policy and Procedures. Department requesting the above exam, will have appropriate space and safe accommodations and equipment for all written and manipulative skills.

Fire Chief/Head of Department (Signature) Training Officer (Signature)

Fire Chief/Head of Department (typed/printed) Training Officer (type/printed)

Department Mailing Address Daytime Phone Number Second contact number

Certification Request

The following department or agency requests that the Department of Fire Prevention & Electrical Safety certify the individuals listed on reverse side of this form. **NOTE: The original "Training Record" of the individuals must be sent with this form - if the "Training Record" has not been presented to the DFPES during a "Spot Check Skills" testing event. Please keep a copy of the "Training Record" for your files.**

Department Name _____

By my signature below, I attest that the individuals listed on the reverse side of this form have completed all requirements for certification as defined in the Wyoming Firefighters Policy and Procedures Manual.

Fire Chief/Head of Department (Signature) Fire Chief/Head of Department (typed/Printed)

Department Mailing Address Daytime Phone Number Second Contact Number

Department Name: Date:

Department Name: _____ Date: _____

Type or print names of participants who will be taking the examination or requesting certification

APPLICANT NAME	LEVEL REQUESTED
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____
21. _____	_____
22. _____	_____
23. _____	_____
24. _____	_____

Send Request form to:
Department of Fire Prevention And Electrical Safety
122 W. 25th Street, Herschler 1 West,
Cheyenne, WY 82002
Attention: Certification Coordinator