IMPROVING TRAINING TO IMPROVE ISO RATING

EXECUTIVE DEVELOPMENT

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ABSTRACT

The Insurance Services Office (ISO) ranks fire departments across the nation based on specific criteria to provide insurance companies a relative measure for setting insurance rates. The Roanoke Fire-EMS Department would like to improve its ISO class rating from a “3” to a “2”. The results of the last ISO rating indicated significant room for improvement in the training section. The purpose of this research project was to develop a comprehensive plan to improve the Roanoke Fire-EMS Department’s readiness in the training evaluation area of the ISO rating system.

Historical, descriptive, evaluative and action research was performed to answer the following questions: What are the components of the training section of the ISO evaluation and rating system? What has the Roanoke Fire-EMS department done in the past to prepare for the training section of the ISO evaluation process? What have other similar departments done to prepare for the training section of the ISO evaluation process? What steps does the Roanoke Fire-EMS department need to take to improve its rating in the training section of the ISO rating process?

A comprehensive literature review was performed, interviews were conducted with subject matter experts, information was obtained from the ISO and a survey was distributed and the data collected and summarized. After the research was completed, it was determined that cost effective improvements could be made that would improve the department’s rating in the training section of the next ISO evaluation. Action steps were then clearly defined from the results of this research to create a comprehensive plan for improvement.
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INTRODUCTION

Historically, the Roanoke Fire-EMS Department has scored proportionally lower on the training portion of the ISO rating system than on other portions of the system. The purpose of this research project was to develop a comprehensive plan to improve the Roanoke Fire-EMS Department’s readiness for the training evaluation area of the ISO rating system. This will be accomplished by performing historical, descriptive, evaluative and action research to answer the following questions.

1. What are the components of the training section of the ISO evaluation and rating system?
2. What has the Roanoke Fire-EMS department done in the past to prepare for the training section of the ISO evaluation process?
3. What have other similar departments done to prepare for the training section of the ISO evaluation process?
4. What steps does the Roanoke Fire-EMS department need to take to improve its rating in the training section of the ISO rating process?

BACKGROUND AND SIGNIFICANCE

The area of specific interest to me for the purpose of this research paper and improving my department’s readiness for its upcoming ISO evaluation is in the area of training. Training is covered in the “Fire Department” section of the FSRS. The overall “Fire Department” section counts for up to 50 percent of the overall ISO score. The training component counts for 9 of that 50 percent. (Polson, 1980). The last ISO survey conducted at the Roanoke City Fire-EMS
department at which I work was in 1991. At that time, we received a public protection class of “3”. The breakdown by category was as follows:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Credit</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving and Handling Fire Alarms</td>
<td>9.25%</td>
<td>10%</td>
</tr>
<tr>
<td>Fire Department (including training)</td>
<td>35.53%</td>
<td>50%</td>
</tr>
<tr>
<td>Water Supply</td>
<td>31.09%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Taking into account a subtraction of 1.33 for the divergence between the relative credit for “Fire Department” and “Water Supply”, Roanoke had a total of 74.54% resulting in the class “3” rating. In order to obtain a class “2” rating, the department would have to obtain a minimum total of 80%, a difference of 5.46%. (ISO document original rating, 1991)

In other documentation from ISO, we see the department was awarded 5.22 points out of the possible 9 points for training during the 1991 evaluation process. (ISO, personal communication, September 1, 1999) With 3.88 more points possible, improvements in the area of training could increase our overall score, pushing the department closer to the 80% mark. It should be noted however, that due to the calculation of divergence or difference between scores, it is important for the “Water Supply” feature to also be improved to prevent any gains in “Fire Department” to be lost in a divergence subtraction. ISO feels that if either the “Fire Department” or “Water Supply” section are significantly higher or lower than the other you should not receive full credit since a “poor” fire department can’t effectively use a “great” water supply system and a “great” fire department is ineffective with a “poor” water supply system.
If we assume that by significantly improving the training section of the “Fire Department” feature, most of the nine possible points would be obtained, bringing us that much closer to our 80% goal and the class “2” rating. The logical question that follows is “how important would an improvement from a class “3” to a class “2” be?” Obviously the ISO classification is directly related to the fire insurance premiums for the city being rated. At least one report shows an insurance premium decrease of 3%. Calculated out over the 10 year rating period and multiplied by the all the individuals affected, this would be a significant amount. (Granito & Hickey, 1999)

In evaluating our training rating in the ISO process, we must examine some of the history of training in the Roanoke City Fire-EMS Department. Specifically, what was being done for the three years prior to the last review in 1991? Through personal knowledge of the department, I know that training was left largely up to the individual company officers. At the time, there was one administrative position dedicated to training. This “District Chief” position mainly coordinated the yearly training calender and maintained records including copies of certifications and monthly company training reports. While these tasks were important to the department and the ISO rating, the training function was not adequate for the needs of the department. There was no full time staff to deliver training, no space for a library or audio/visuals and limited training facilities that did include a drill tower and a shared, regional burn building. Little was done to prepare for the training component of the last ISO review. The then-current training officer did not even have a copy of the grading criteria. (Simmons, W.V., personal communication, August, 1999)
Since that time, many changes have taken place in the area of training for the Roanoke Fire-EMS Department. Most notably, an actual training division has been created consisting of six personnel, and six vehicles. A regional training center is under construction which will include office space, library, computer lab, classrooms, physical fitness space, file storage, and locker/shower facilities. New hire training has been improved by training all new recruits in a 14 week school prior to placement in the field and officer training has been increased as well. The department’s annual training budget has more than doubled and more emphasis has been placed on training by the new department chief.

This research project relates to the Executive Development Program at the National Fire Academy in two specific ways. First, is the area of organizational culture. Training is a significant part of any fire service and Roanoke City Fire-EMS is no exception. The major changes in the training function outlined above have created significant cultural changes in an organization whose culture dates back to the turn of the century. These cultural changes have manifested themselves in the form of resistance to an increase in the amount of training and resistance to the idea of more “staff” personnel in training instead of in operations.

The second area that is related to the Executive Development program is in “Service Quality/Marketing”. Obviously, the subject of quality improvement must include training and development. By improving our training function and subsequently the overall ISO rating, the Roanoke City Fire-EMS Department would be greatly enhancing its service to the taxpayers through a reduction in insurance premiums and would also benefit from the positive marketing effect in media coverage of the new rating class.
LITERATURE REVIEW

The development of the ISO rating process dates back to the turn of the century. In the aftermath of numerous conflagration-type fires in various cities around the country, the insurance industry realized that certain cities were inherently “safer” and were subsequently a more profitable place to operate. In an effort to develop a better understanding of the factors contributing to the effectiveness of a fire service, the National Board of Fire Underwriters (NBFU) was formed in 1889. By 1916, the NBFU developed seven areas to examine in determining a city’s fire protection preparedness. They were:

1. Water Supply
2. Fire Department
3. Fire Alarm
4. Police
5. Building Laws
6. Special Fire Hazards
7. The Structural Condition of Existing Buildings

These items were outlined in a document titled, “The Standard Grading Schedule for Grading Cities and Towns of the United States With Reference to Their Fire Defenses and Physical Conditions”. A relative numeric rating form 1 to 10 was given to a city based on these factors with one being the best rating and 10 being the worst. (Granito and Hickey, 1999)

Due to pressure from the International Association of Fire Chiefs (IAFC) and the International City Management Association (ICMA) during the 1970s, the system was revamped and moved to the Insurance Services Office (ISO). In 1980, ISO published the “Fire
Suppression Rating Schedule (FSRS) that outlined a new grading schedule with the same purpose of evaluating city public fire protection and giving the city a relative value or score. (Tricarico, 1996) The current system evaluates the following areas:

1. Receiving and Handling Fire Alarms
2. The Fire Department
3. The Water Supply

The new FSRS is based on the concept that “The city at large should not bear the insurance burden for individual large-scale risks”. (Granito & Hickey, 1999, p.106) Therefore, a second section of the FSRS is applied individually to each large structure that would require an excess of 3,500 gpm to control a major fire in the structure. (Granito & Hickey, 1999)

While training is a significant component of the fire service, it makes up only nine percent of the ISO grading schedule. This is still enough to have a considerable impact on a department’s overall class rating. Literature specific to the training aspect of the ISO rating was limited. As we have seen, there is room for improvement for the Roanoke City Fire-EMS Department in this area. According to the Buffalo Grove Fire Department which was successful in obtaining a class “2” rating, not only are trained personnel essential for an effective firefighting force but most importantly, “all training that takes place must be recorded in the firefighter’s file”. (Buffalo Grove, 1999) The first volunteer fire department to secure an ISO class rating of “1” did so with a previous rating of “5”. They reported on the importance of documenting training hours and documentation in general (over 17 inches of it!) in a report on how they successfully lowered their rating. (Stevens, 1997) The Maine (NY) Fire Department also reported improvements in their training record keeping through the use of a new computer.
The chief of the Duboise Volunteer Fire Department, the second volunteer department to obtain a class “1” rating, said “In the past, the class 3 rating existed because of improper record-keeping. Once the five companies worked together to document all the training and testing, we moved up to a class 1.” (Yebernetsky, 1998) When a small Colorado Fire Department made a successful effort to lower their class rating from a “9” to a “5”, they sited the development of a strong training program including officer and new recruit training as well as the construction of a training facility as important factors. (Osbaugh, 1987)

When evaluating what can be done to improve a fire department’s ISO class rating, it is important to consider the relative cost/benefit of a possible action or plan. If a plan of action requires a significant amount of money, the ISO rating benefit could be outweighed by the higher tax burden. Actual insurance rate reduction can vary considerably depending on the type of building, its occupancy and the insurance company’s rate structure. (Honigberg, 1983) Others who have asked the question of cost effectiveness in their research have concluded “…owners of residential properties in Sunrise will see no benefit from an ISO rating improvement. The active efforts to improve the ISO rating in the City of Sunrise should be discontinued because it is not cost effective.” (O’Connell, 1998, p.31)

After reviewing many articles on the subject, it seems as though there can be some discrepancy between what will be the perceived result of a fire department’s action in terms of an ISO rating. In other words, a big purchase might not have the intended affect on the ISO rating. We have also noted the importance of documentation to the ISO review process. If the results of an expensive improvement is not properly documented, the anticipated class reduction may not be realized. (Honigberg, 1983)
In order to develop a cost effective plan for improvement in the area of ISO training evaluation, we must first have a clear understanding of the components of the training section of the FSRS. Section 580 of the ISO FSRS outlines the points a rated department may receive on pages 23-24 as follows:

1. Facilities, Aids, and Use

   1. Facilities and Aids

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Drill Tower</td>
<td>8</td>
</tr>
<tr>
<td>Fire Building (including smoke room)</td>
<td>8</td>
</tr>
<tr>
<td>Combustible Liquid Pit</td>
<td>5</td>
</tr>
<tr>
<td>Library and Training Manuals</td>
<td>2</td>
</tr>
<tr>
<td>Side and Movie Projectors and pump and hydrant cutaways</td>
<td>2</td>
</tr>
<tr>
<td>Training area, may include streets and open areas when no other training facilities provided</td>
<td>10</td>
</tr>
</tbody>
</table>
2. Use

Multiply the points credit for facilities and aids by the following factors for use of the facilities and aids by all company members:

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<table>
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<tbody>
<tr>
<td>a. Half-day (3 hours) drills, 8 per year (0.05 each)</td>
<td>0.40 maximum</td>
</tr>
<tr>
<td>b. Half-day (3 hours), multiple-company drills, 4 per year (0.10 each)</td>
<td>0.40 maximum</td>
</tr>
<tr>
<td>c. Night Drills (3 hours), 2 per year (0.10 each)</td>
<td>0.20 maximum</td>
</tr>
</tbody>
</table>

Note: A single company drill may receive credit under a and c, a multiple company drill may receive credit under a, b and c.

Ti1=(Facilities and Aids)(Use)

2. Company Training (Ti2):

Company training at fire stations, 20 hours per member per month, up to............25 points

3. Classes for Officers (Ti3):

2 days per year for all officers, up to..................................................15 points

4. Driver and Operator Training (Ti4):

4 half day sessions per year, up to.............................................................2 points

5. New Driver and Operator Training (Ti5):

Classes for new drivers and operators, 40 hours, up to..........................2 points

6. Training on Radioactivity (Ti6):

½ day per member per year........................................................................1 point
7. Recruit Training (Ti7):

240 hours per recruit, up to .................................................................................................5 points

8. Pre-Fire Planning Inspections (Ti8):

Pre-fire planning inspections of each commercial, industrial, institutional and other
similar type building should be made twice a year. Records of the inspections should
include complete and up-to-date notes and sketches. Use the point credit for frequency of
inspections from Item630 times 15/100.

1. The sum of points credited in Item 580.A through 580.H shall be reduced by up to 20
points for incomplete records (Ti9):

Section 581 of the FSRS provides the formula used to calculate the total training points
as follows:

\[ CT = \frac{T}{100} \times 9 \text{ where } T = \Sigma Ti \]

The final number for CT (credit for training) which can be up to nine points is added to the other
sections of the credit for the “Fire Department” section for a total up to 50 points. (ISO FSRS, 1980)

Item “I” is important to note because it points out that a department can lose up to 20 of
its totaled points before they are fractionalized. This is further evidence that thorough
documentation is essential to a low ISO rating and the training section is no exception. During a
telephone interview on September 30, 1999 with Captain Billy Purcell of the Charlottesville Fire
Department (ISO class “2”), he also confirmed that accurate, thorough and specific
documentation of training for each individual as well as company is essential for a good rating in
the training sections. Captain Purcell has headed a major project for ISO rating in the past and
says they plan to go for a Class “1” rating next time. Frequent more informal interviews or
discussions were conducted with Captain Richard Sarver of the Roanoke Fire-EMS Department.

Captain Sarver has been assigned to administrative duty with one of his tasks being to prepare
the department for our next ISO rating review. Captain Sarver provided me with the material
found in appendix B which are the “PF” forms from the “Fire Suppression Rating Schedule
Handbook” (Hickey, 1993) that ISO recommends using some form to correctly document
training in preparation for an ISO review.

**PROCEDURES**

**Methodology**

Research for this project employed historical, descriptive, evaluative and action research
techniques to gather information sufficient to develop a plan to improve the ISO rating for the
training section of the Roanoke Fire-EMS Department. A literature review and both formal and
informal interviews were part of the historical research portion of the project. One of the most
essential components of the historical research was the documentation sent to me from the ISO
office with the specific grading information of the training section from the last ISO review.
This was obtained after making several phone calls to the ISO office and requesting a copy of the
information.

Evaluative research employed the construction and use of a survey instrument. The
survey which is found in appendix A, consisted of a one page questionnaire of eleven questions
and a section for the respondent to add additional information. The survey was distributed via
email to the membership of the Virginia State Fire Chief’s Association who had email addresses (158 people). Respondents had the option of returning the survey by email or fax. The three sections of the survey were: “Department Characteristics”, “Department Training Information” and “ISO Information”. The survey was designed to assess the relative similarity of the department to the Roanoke Fire-EMS Department and gather information about their ISO rating and what steps they have taken to prepare for the training section of the rating.

The first section on department characteristics asks for population, square miles, staffing and equipment. The second section is more specific about the respondents’s training information. It asks for the number of staff assigned to training, the training budget and if there is an office dedicated to training. In the last section dealing with ISO information, previous ISO ratings and specific training section ratings were asked for. Additionally, the survey asked if the respondent department had a plan to prepare for ISO evaluation. It was important to assess the use of the “PF” forms suggested by the ISO in training record keeping. The survey asked about the use of these forms for each of the specific areas of training: equipment and resources, facilities use, company training, officer education, driver/operator, haz mat training and new recruit training. The last question the survey asked was whether the training records were maintained by the individual or the training office. Finally, action research techniques were used to develop the steps to be taken to make the suggested improvements for the training section of the ISO evaluation.

Limitations

The research methodology utilized involved several limitations affecting the results. For one, the survey population was limited to the state of Virginia. This was purposeful in that
insurance rates are regionalized and for the purposes of this research I was most interested in departments that were somewhat close by. Another limitation may have been the medium that was used to distribute and collect responses which was by Internet email. There was some difficulty with file formatting and reading the respondent’s surveys depending on how they elected to view and complete the survey. The format used to distribute the survey was WordPerfect, but a Word version was created and sent to those who indicated by return email that they could not open the original version. Another limitation to the survey was that it requested information specifically about the training component of the ISO review process. Therefore, it was difficult to assess the relevance of the information to the overall ISO rating of the responding department.

Limitations with the historical research were mainly related to the narrowsness of the topic. Certainly ISO rating is an important and fairly frequently written about topic. However, the specific area of the training section of the ISO grading process is usually not specifically addressed. Additionally, the ISO review process occurs approximately every 10 years. Since the last review of the Roanoke Fire-EMS Department was in 1991, a significant amount of time has passed. The result is that memories are not as accurate and personnel changes limit the amount of concrete, documentable information. This, in and of itself, is probably evidence of the need to improve documentation of the various aspects of the department’s operation that ISO reviews.
RESULTS

Survey results, interviews and literature reviews were used to obtain results and answers to the questions posed in the introduction section of this research paper. Of the 158 surveys distributed, 21 were successfully returned to me in a useable format. The results of these returned surveys are found in appendix C in table format.

Answers to the research questions are as follows:

#1 What are the components of the training section of the ISO evaluation and rating system?

Using information obtained from the literature review and interviews with Captain Sarver, the specific components of the training section of the ISO evaluation and rating system were acquired. The FSRS listed the components of the training section grading process including the formulas used to calculate the total. This information was presented in detail in the literature review section of this paper. The other important documentation related to this question are the “PF” forms that are provided in the Fire Suppression Rating Schedule Handbook. These forms provide an example of the forms that should be used to properly document the various types of training review by the ISO rating process. The instructions for use of these forms is very specific: “Complete a Training Facility Use Form, PF-580-A2, for each training session involving the training area, buildings, and/or equipment specified. Complete a Firefighter Training Form, PF-580-B, for each training session conducted at fire stations. Complete a Fire Officer Training Form, PF-580-C, for each Fire Officer’s successful completion of education or training program. Complete a Fire Apparatus Driver and Operator Training Form, PF-580-D, for all activities associated with supervised driving of fire apparatus, the operation of pumps, aerial ladders/towers, and other mobile emergency equipment.
Complete a **new** Fire Apparatus Driver and Operator Training Form, PF-580-E, for supervised training programs specifically developed for **new** personnel joining the fire department.

Complete a Training on Radioactivity Form, PF-580-F, for **each** class conducted on radioactivity recognition and monitoring. Complete a Recruit Training Form, PF-580-G, for **each** individual completing an organized and supervised training program specifically developed for **new** personnel joining the fire department. **Provide one copy of each** Pre-Fire Planning Inspection conducted.” (Hickey, 1993, 500-6-7). See appendix B for the referenced “PF”forms.

### #2 What has the Roanoke Fire-EMS department done in the past to prepare for the training section of the ISO evaluation process?

Approximately nine years ago was when the last ISO review was conducted at the Roanoke Fire Department (this was before a merger creating the Roanoke Fire-EMS Department). During that time, training existed mostly at the company level and was highly variable depending on the company officer. One form was used to document training in the department. This form collected information about company training on a monthly basis. Training codes were used to identify the type of training. Hours of training for each type were also recorded along with the instructor’s name. These forms were used sporadically at best and are still collected and filed with little continuity or accountability.

### #3 What have other similar departments done to prepare for the training section of the ISO evaluation process?

Clearly, proper documentation of the appropriate training is essential to a “good” ISO rating of the training section. The results of the survey indicate that none of the responding departments have a written plan for ISO evaluation. However, only four of the responding
departments had an ISO rating as high as “3” and none were “higher” or better than that. Of the 11 departments that had a class “4” or better, all but two used some forms similar to the suggested “PF” forms and the two that didn’t still indicated that training records were maintained by both the individual and the training office. All of the departments that received a higher score for training than the Roanoke Fire-EMS Department’s last training score used some kind of documentation similar to the recommended “PF” forms.

While they did not return a survey, the Charlottesville Fire Department (ISO class “2”) has a detailed written plan, as was learned during the telephone interview with Captain Purcell. He also indicated that he felt the Charlottesville Fire Department would successfully seek an ISO rating of class “1” during the next review process. Captain Purcell indicated that clear and helpful documentation was essential to their ISO rating success.

#4 What steps does the Roanoke Fire-EMS department need to take to improve its rating in the training section of the ISO rating process?

Based on the information gathered in the historical and descriptive research, there are many steps that the Roanoke Fire-EMS Department can take to improve its rating in the training section of the ISO rating process. The relative cost effectiveness of these steps will be analyzed in the “recommendations” section of this paper. After comparing the information found in the FSRS and the report from the last ISO rating of the training section, the Department lost points in the following areas:

- No combustible liquid pit or the appropriate training videos as allowed for a substitute
- Small size of the training facilities
- No documentation for use of training facilities
- Inadequate Library and training manuals
- No Hydrant or pump cutaway
- No night drills
- Lack of complete records for company drills
- Officer training
- Radiological training
- Driver training
- Pre-Fire Planning inspections

Steps to make improvements in these areas or the documentation of these areas should result in an overall improvement of the department’s training section rating.

**DISCUSSION**

The results of the research supported the information found during the literature review. ISO rating is a frequently discussed topic and important to many communities as it is a major factor in setting fire and homeowner insurance rates (Buffalo Grove, 1999) as well as being an indicator of the relative level of service provided by the local fire department. Clearly, a “good” ISO rating is the source of pride for any department that does the necessary work to obtain such a rating. This pride is frequently demonstrated by the displaying of a department’s ISO rating on its buildings, equipment or uniforms. (Stevens, 1998)

There was little information to be found about the specific component of the ISO rating process of training. The evidence found in the literature review did support the importance of a
strong training program (Osbaugh, 1987) and complete and thorough training records for a successful training section review (Rice, 1991). At least one department blamed improper record keeping for the class “3” rating they had before improving it to a class “1”. (Yebernetsky, 1998)

Two of the most critical documents discovered during the literature review were the FSRS and the FSRS handbook. These documents used together provide the information needed to create the proper documentation of training and make appropriate decisions about conducting training to ensure the most points in the training section of the ISO review process. “If you follow the requirements set forth in the FSRS and basically answer those questions in a clearly documented format, you should do well” reported Captain Billy Purcell of the Charlottesville Fire Department. According to Captain Purcell they did just that and when ISO conducted their review, the experienced reviewer said they were the most well prepared department he had ever reviewed.

The issue of cost effectiveness is often raised when assessing a department’s ability to improve its ISO rating. (Honigberg, 1983) However, this does not impact the training section nearly as much as it might the Water Supply section, equipment section or staffing sections which could require major expenditures to change the points received during a review. A solid training program is the cornerstone of any quality fire department. Most departments already train regularly and have access to facilities. The key to improving a training section rating often lies simply in the record keeping which does not typically represent a major expense.

The Roanoke Fire-EMS Department has recently undergone considerable change in the area of training. Many of these changes should positively affect the next ISO rating. These
changes include the current construction of a large regional training facility, improvements to the new-hire recruit school process and additional training staff, equipment and budget. With these changes and a pending move to a new facility, this is an excellent time for the training division of the Roanoke Fire-EMS Department to make additional improvements in record keeping and scheduling to meet as many of the ISO training requirements as possible.

**RECOMMENDATIONS**

After thorough research and analysis, several recommendations can be made from the conclusions. In general, the Roanoke Fire-EMS Department has made many improvements since its last ISO rating and the current management has set the goal of improving the department’s rating to a class “2”. Since the department was already more than half way to the next best rating during its last review this is a reasonable goal. Training represents a significant portion of the “Fire Department” section. Both the training and the “Fire Department” sections of the last ISO review were areas that could be significantly improved.

The training division of the Roanoke Fire-EMS Department should take the current changes it is undergoing as an opportunity to use ISO recommendations to improve the overall training program for the department. These improvements include more efficient scheduling, increasing training opportunities and more effective library procedures. Specifically:

1. Institute quarterly officer training program

2. Consolidate all library materials from the agencies using the new training center, catalog all training books, manuals and videos and create a reliable check-out procedure for the
library in the new training center

3. Complete the development of an in-station training program to include training support materials and curriculum for company officers to utilize for daily company level training

4. Utilize the larger filing space at new training center with ISO rating process in mind

5. Clearly document the size and use of the new training facilities and all related training facilities available for use by the department

To address the training areas that were found to be deficient during the last ISO review of the Roanoke Fire-EMS Department, the following action steps should be taken:

1. Construct a combustible liquid pit at the new training center or acquire the appropriate training videos as allowed for a substitute

2. Develop and use and maintain on file, a training facilities use form every time a training facility is used

3. Consider the purchase of a hydrant and pump cutaway for use in the new regional training center. Expense could be shared by all localities and all localities would benefit

4. Conduct night drills twice a year

5. Develop, use and maintain on file, “PF” forms as recommended for all types of training

6. Conduct more radiological training for all personnel and document

7. Improve documentation for the driver training that is currently being conducted

8. Increase Pre-Fire Planning inspections and ensure that they are properly documented.

One of the most crucial pieces of information for this kind of project is a detailed report form the ISO delineating the specific scoring of the department’s last rating review. To replicate the research reported on in this paper, that information would be essential. Contacting other
departments of similar size or geographic proximity that have been successful in recently improving their ISO rating class is also very useful. There is no substitute from the practical experience gained from actually preparing for a review and going through the review process.
REFERENCES


Appendices Not Included. Please visit the Learning Resource Center on the Web at http://www.lrc.fema.gov/ to learn how to obtain this report in its entirety through Interlibrary Loan.