



Center for Domestic Preparedness

Law Enforcement Protective Measures for CBRNE Incidents



FEMA



The U.S. Department of Homeland Security is responsible for enhancing the capabilities of jurisdictions to prevent, deter, respond to, and recover from all-hazards incidents. A part of this mission is to increase these jurisdictional abilities by providing training opportunities.

The Center for Domestic Preparedness (CDP), a federal training facility located in Anniston, Alabama, is dedicated to the mission of training and preparing America's emergency responders by offering programs that are nationally recognized for providing progressive training that enhances the capability of the emergency response community.

SECTION I COURSE DESCRIPTION

Course Number: PER-264

Course Title: Law Enforcement Protective Measures for CBRNE Incidents

Version Control Number: 10.0

Effective Date: August 17, 2014

Course Purpose. The purpose of this course is to provide responders with the ability to identify threats, protect themselves, operate, and perform essential law enforcement skills in a chemical, biological, radiological, nuclear, or explosive (CBRNE) hazard environment.

Course Goals

- a. To apply critical thinking to enhance recognition and prevention of terrorist and extremist actions through a community-based approach to policing.
- b. To develop knowledge in the essential law enforcement skills required to respond to a CBRNE incident.
- c. To develop skills required to protect self and operate safely in a CBRNE incident environment.
- d. To prepare law enforcement personnel for attendance of PER-265 *Law Enforcement Response Actions for CBRNE Incidents*.

Course Scope. Through this course, law enforcement responders receive instruction in the current terrorist and extremist threat, apply community-based policing principles to the identification and prevention of terrorism and extremism, develop knowledge in the critical law enforcement skills required to respond to and operate safely in a CBRNE incident environment. The course culminates in a series of hands-on activities that allow responders to practice all of the learned skills (employing weapons, retaining weapons, and apprehending suspects while wearing personal protective equipment [PPE]; preserving hazardous evidence; moving and communicating tactically while wearing PPE; conducting sampling of hazardous materials, etc.) in a realistic context.

Course Length: 1 day

Course Academic Hours: 8 hours

Class Size

- a. **Minimum:** 20
- b. **Optimal:** 40
- c. **Maximum:** 50

Class Iterations per Year: 20

Optimum Annual Student Throughput: 800

Course Delivery Means

- a. Resident.** This course is delivered in residence at the Center for Domestic Preparedness (CDP), Anniston, AL.
- b. Non-resident.** At the request of a jurisdiction, this course may be delivered non-resident by CDP instructional staff.

Target Audience. The target audience for this course is law enforcement or security personnel who require training and practical application in terrorist and extremist threat assessment, CBRNE protective measures, and law enforcement operations during a CBRNE hazard incident.

Course Prerequisites. To be eligible to attend the course, a student must meet the following requirements:

- a.** Have completed IS-100.b, *Introduction to the Incident Command System* or any of the other ICS-100 series courses;
- b.** Have completed IS-200.b, *Incident Command System for Single Resources and Initial Action Incidents* or any of the other ICS-200 series courses;
- c.** Have completed IS-700.a, *National Incident Management System (NIMS), An Introduction*;
- d.** Have completed IS-800.b, *National Response Framework (NRF) An Introduction*; and
- e.** Be physically capable of completing all learning activities and exercises. This includes the ability to
 - (1) Function in PPE and stand for prolonged periods; and
 - (2) Move tactically as a member of a security or clearing team.

Exceptions to any of the above prerequisites may be granted on a case-by-case basis at the discretion of the CDP's Registrar.

Job/Function Tasks Trained

Task Number	Tasks Title	Proficiency Level¹
HO-0001	Collect a Sample Using Method A	Proficient
HO-0003	Don and Doff Personal Protective Equipment Level C	Proficient
IC-0001	Assume Initial Command of a Chemical, Biological, Radiological, Nuclear, or Explosive Incident	Part Task
LE-0002	Handle a Weapon	Reinforced
LE-0003	Perform Weapon Retention Techniques	Reinforced
LE-0004	Apply Restraint Devices	Reinforced

Task Number	Tasks Title	Proficiency Level ¹
LE-0006	Preserve Hazardous Evidence	Proficient
LE-0007	Process Through Technical Decontamination	Part Task
LE-0009	Assess Terrorist and Extremist Actions	Part Task

¹*Proficiency Levels = Familiarization, Part Task, Proficient or Reinforced*

Continuing Education Units or Academic Equivalency. The International Association for Continuing Education and Training, in partnership with the CDP, awards 0.8 continuing education units for the successful completion of this course.

Instructor Qualifications. All instructors delivering curriculum at the CDP must meet the basic instructor qualifications outlined in the performance work statement.

Exceptions to these instructor qualifications may be granted on a case-by-case basis at the discretion of the CDP Assistant Director for Training Delivery. A request for exception will be made through the appropriate Government contracting officer's representative.

Regulations, National Goals, Doctrine, Standards, and Capability Gaps Supported by the Course

a. Regulations. The following regulation was taken into account when developing this course: The Occupational Safety and Health Administration (OSHA) Hazardous Waste Operations and Emergency Response (HAZWOPER), *29 Code of Federal Regulations* (C.F.R.) § 1910.120 (2013).

- (1) Students receive instruction on how to protect themselves from exposure to hazards by using the appropriate combination of respirator, protective ensemble and other equipment.
- (2) Students are made aware of the medical screening requirements, and the physiological and psychological stressors involved with wearing PPE.

b. National Goals. This course reinforces the National Preparedness Goal by providing training to law enforcement first responders intended to support prevention of terrorism or extremism and the effective response to a CBRNE incident by supporting the following core capabilities:

- (1) Infrastructure Systems. Students practice skills to effectively respond to and secure a CBRNE incident and minimize health and safety threats to responders and the public.
- (2) Interdiction and Disruption. Students learn about current terrorist and extremist threats and community-based policing procedures for preventing and deterring threats. Students practice essential law enforcement skills in PPE and learn the procedures for securing and preserving CBRNE crime scenes.
- (3) On-Scene Security and Protection. Students learn appropriate procedures for securing a CBRNE incident scene to prevent unauthorized entry and further reduce the risk of contamination.

- (4) Screening, Search, and Detection. Students learn the procedures for securing and preserving a CBRNE incident crime scene and practice performing basic bio-threat sampling.
- (5) Situational Assessment. Students practice performing essential law enforcement and CBRNE incident response skills under realistic conditions and must assess situations to ensure safety of self and others.

c. Doctrine. The following doctrine was taken into account when developing this course:

- (1) National Incident Management System. The course reinforces an accepted approach to organizing and controlling a CBRNE incident.
- (2) National Response Framework. The course emphasizes the necessity for participation in national programs to fully assess the threat and the essential role jurisdictions play in insuring an effective incident response.

d. Standards. The following standards are reinforced in this course:

- (1) OSHA standards related to personal protective equipment
- (2) U.S. Nuclear Regulatory Commission's standards for protecting against radiation
- (3) U.S. Department Transportation standards for responding to dangerous goods/hazardous materials transportation incidents
- (4) U.S. National Library of Medicine: National Institutes of Health standards for responding to hazardous material incidents
- (5) American Society for Testing and Materials (ASTM) International standard practices for the collection and sampling powders suspected of being bio-threat agents

Version Control Number Change History

Version Control Number	New, Minor or Major	Concise Description of Changes	Effective Date of Change
10.0	Major	Performed a significant revision of the course including: Deletion of Terrorist Threat, Targets, Prevention and Deterrence Activities, CBRNE Hazards, and Incident Command and Law Enforcement Response Actions modules; and Addition of modules for Identification of Terrorist and Extremist Behavior, CBRNE Incident Operations, PPE and Decontamination, and Law Enforcement Techniques in PPE.	August 17, 2014

Additional Comments/Remarks: None

SECTION II

COURSE SUMMARY AND RECOMMENDED SCHEDULE

Course Executive Summary. The following is a concise overview for each learning activity within the program. Each activity is presented in the sequence in which it is recommended to be executed.

Activity Number	Activity Title	Activity Description	Total Time
Med 1	Medical Evaluation and Vitals Screening	Medical evaluation and vitals screening in accordance with CDP policy.	30 minutes
Admin 1	Course Introduction and Overview	An introduction to the CDP, the course, the facilities, key staff members, and their fellow classmates.	15 minutes
Exam 1	Pre-Test	A Pre-Test is administered and students received results to aid themselves and the instructors in determining baseline subject matter knowledge.	30 minutes
Mod 1	Identification of Terrorist and Extremist Behavior	To provide an overview and facilitate discussion of terrorist and extremist behavior and the means for assessing potential terrorist or extremist actions.	1 hour
Mod 2	CBRNE Incident Operations	To provide knowledge of the roles and essential tasks of law enforcement personnel during a CBRNE incident response.	1 hour
Mod 3	Personal Protective Equipment and Decontamination	A review of the knowledge required to operate in PPE and conduct decontamination.	1 hour
ELA 1	Law Enforcement Techniques in Personal Protective Equipment	Practical application of essential law enforcement skills while operating in PPE.	3 hours and 15 minutes
Exam 2	Post-Test	A comprehensive examination designed to assess student achievement of the course objectives.	45 minutes
Admin 2	Graduation	Students receive a certificate for successfully completing the course.	10 minutes
Admin 3	End-of-Course Evaluation Collection	Students complete an end-of-course evaluation and the forms are collected.	5 minutes

Activity Number	Activity Title	Activity Description	Total Time
Admin 4	COBRA Briefing	An overview of the standard operating procedures (i.e., safety procedures, security issues, layout of the facility) related to the COBRA Training Facility.	15 minutes
Med 2	Vitals Screening	Vitals screening in accordance with CDP's policy.	15 minutes

Recommended Academic Course Schedule. This schedule illustrates the recommended sequencing by day for the administrative and academic learning activities. Every attempt will be made to maintain this sequencing of the academic learning activities in order to ensure maximum transfer of learning is achieved.

Activity Number	Activity Title	Hours
<i>Med 1</i>	<i>Medical Evaluations and Vitals Screening</i>	<i>30 minutes</i>
Admin 1	Course Introduction and Overview	15 minutes
Exam 1	Pre-Test	30 minutes
Module 1	Identification of Terrorist and Extremist Behavior	1 hour
Module 2	CBRNE Incident Operations	1 hour
Module 3	Personal Protective Equipment and Decontamination	1 hour
<i>Admin 2</i>	<i>Lunch</i>	<i>45 minutes</i>
ELA 1	Law Enforcement Techniques in Personal Protective Equipment	3 hours and 15 minutes
<i>Med 2</i>	<i>Vitals Screening</i>	<i>15 minutes</i>
Exam 2	Post-Test Examination	45 minutes
Admin 3	After Action Review and End-of-Course Evaluation Collection	15 minutes
<i>Admin 4</i>	<i>*Graduation</i>	<i>15 minutes</i>
Admin 5	COBRATF Briefing	15 minutes
Total Academic Hours		8 hours

*Non-resident training

SECTION III
LEARNING ACTIVITY DESCRIPTIONS

Number: Admin 1

Title: Course Introduction and Overview

Total Time: 15 minutes

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Lecture	10 minutes	1:40
Facilitation	5 minutes	1:40

Media/Technology: Multimedia presentation

Purpose. To provide an introduction to the CDP, the course, graduation criteria, the facilities, key staff members, and their fellow classmates.

Learning Objectives

a. Terminal Learning Objective: Not Applicable

b. Enabling Learning Objective: Not Applicable

Downgrade Justification: Not applicable

Concept of Instruction

a. Lecture. The lead instructor welcomes the class to the CDP, introduces himself/herself, provides an overview of the course, explains the graduation criteria for the course, orients students to the facilities, and discusses key behavior expectations.

b. Facilitation. The lead instructor facilitates an introduction of the instructional staff for the course and the class members.

Required Instructional Materials: Instructor guide, student guide, and multimedia presentation

Risk Assessment: Low

Reference: None

Instructor and Training Support Personnel

Description	Special Qualifications	Quantity
Instructor	None	1

Training Facilities

Facility Type	Facility Description	Quantity
Classroom	50 person capacity	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
None			

Consumables

Item	Quantity	Unit of Measure	Unit of Issue
None			

Agent

Description	Unit of Measure	Quantity
None		

Additional Comments/Remarks: None

Number: Exam 1

Title: Pre-Test

Total Time: 30 minutes

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Written Examination	30 minutes	1:40

Media/Technology: None

Purpose. To administer a written diagnostic examination to assess student knowledge of the subject matter in order to inform adjustments to the instructional approach.

Learning Objectives

a. Terminal Learning Objectives

- (1) Given a situation, assess terrorist and extremist actions in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009)
- (2) Given a scenario, assume initial command of a CBRNE incident to establish and maintain command and control of the scene. (IC-0001)
- (3) Given a CBRNE crime scene, preserve evidence in accordance with Levy's *The First Responder's Field Guide to HAZMAT and Terrorism Emergency Response*. (LE-0006)
- (4) Given personal PPE Level C and required materials, collect a sample using Method A in accordance with ASTM International *E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Bio-threat Agents from Nonporous Surfaces*. (HO-0001)
- (5) Given a complete personal PPE Level C ensemble, don and doff PPE Level C in accordance with manufacturer specifications. (HO-0003)
- (6) Given a weapon, suspect, and/or evidence while wearing personal PPE Level C, process through technical decontamination in accordance with the National Fire Protection Association® *National Fire Protection Association Publication 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents (NFPA 472®)*. (LE-0007)

b. Enabling Learning Objectives

- (1) Given a written examination, define terrorism and extremism in accordance with *Counterterrorism Analytical Lexicon*. (LE-0009a)

- (2) Given written examination, identify terrorist and extremist trends in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Country Reports on Terrorism 2011*. (LE-0009b)
- (3) Given a written examination, identify indicators of terrorist and extremist activity in accordance with *8 Signs of Terrorism*. (LE-0009c)
- (4) Given a written examination, identify threats and hazards in accordance with *Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009d)
- (5) Given a written examination, identify community-based policing techniques for the prevention of terrorism and extremism in accordance with *Policing Terrorism: An Executive's Guide*. (LE-0009e)
- (6) Given a written examination, identify the roles of law enforcement personnel at a CBRNE incident in accordance with *Critical Incident Management: An On-scene Guide for Law Enforcement Supervisors*. (IC-0001a)
- (7) Given a written examination, identify the purpose of the incident command system in accordance with the *National Incident Management System*. (IC-0001b)
- (8) Given a written examination, identify hazard control zones in accordance with *NFPA 472*. (IC-0001c)
- (9) Given a written examination, compare traditional and CBRNE crime scenes in accordance with *Practical Crime Scene Investigations for Hot Zones*. (LE-0006a)
- (10) Given a written examination, identify resources provided to state, county, and municipal law enforcement agencies according to the Federal Bureau of Investigation. (LE-0006b)
- (11) Given a written examination, identify guidelines for preserving evidence in accordance with Levy's *The First Responder's Field Guide to HAZMAT and Terrorism Emergency Response*. (LE-0006c)
- (12) Given a written examination, identify the purpose for Method A sampling in accordance with ASTM International *E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Bio-threat Agents from Nonporous Surfaces*. (HO-0001a)
- (13) Given a written examination, identify the purpose of method B swab sampling in accordance with ASTM International *E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Bio-threat Agents from Nonporous Surfaces*. (HO-0001b)
- (14) Given a written examination, identify the purpose of personal protective equipment in accordance with HAZWOPER, 29 C.F.R. § 1910.120. (HO-0003a)

- (15) Given a written examination, identify characteristics of the four levels of personal protective equipment in accordance with HAZWOPER, 29 C.F.R. § 1910.120. (HO-0003b)
- (16) Given a written examination, identify the stressors of wearing personal protective equipment in accordance with *Surviving Field Stress for First Responders*. (HO-0003b)
- (17) Given a written examination, identify the equipment requirements for Level C personal protective equipment in accordance with *NFPA 472*. (HO-0003d)
- (18) Given a written examination, identify the purpose of decontamination in accordance with *NFPA 472*. (LE-0007a).
- (19) Given a written examination, identify the four types of decontamination in accordance with *NFPA 472*. (LE-0007b).
- (20) Given a written examination, identify considerations for mass decontamination in accordance with *NFPA 472*. (LE-0007c).
- (21) Given a written examination, identify considerations for emergency decontamination in accordance with *NFPA 472*. (LE-0007d)
- (22) Given a written examination, identify considerations for gross decontamination in accordance with *NFPA 472*. (LE-0007e)
- (23) Given a written examination, identify considerations for technical decontamination in accordance with *NFPA 472*. (LE-0007f)

Downgrade Justification: Not applicable

Concept of Instruction

- a. Written Examination.** The proctor will explain that the purpose for this diagnostic written examination is to obtain results that will aid instructors and the students in determining baseline subject matter knowledge. This knowledge will be used to best target instruction to the needs of the class. The proctor explains the examination procedures as defined in the proctor guide and answer key and administers the examination.
- b. Facilitation.** The proctor provides examination scores to the students and responds to their questions, as appropriate. Since the examination is diagnostic, a review of missed examination items is not conducted.

Required Instructional Materials: Proctor guide and answer key, written examination booklet, and written examination answer form

Risk Assessment: Low

References

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Instructor and Training Support Personnel

Description	Special Qualifications/Skill	Quantity
Instructor	None	1

Training Facilities

Facility Type	Facility Description	Quantity
Classroom	50 person capacity	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
None			

Consumables

Item	Quantity	Unit of Measure	Unit of Issue
None			

Agent

Description	Unit of Measure	Quantity
None		

Additional Lesson Comments/Remarks: None

Number: Module 1

Title: Identification of Terrorist and Extremist Behavior

Total Time: 1 hour

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Lecture	50 minutes	1:40
Guided Discussion	10 minutes	1:40

Media/Technology: Multimedia presentation

Purpose. To provide knowledge of terrorist and extremist behavior and the means for assessing potential terrorist or extremist actions.

Learning Objectives

a. Terminal Learning Objective. Given a situation, assess terrorist and extremist actions in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009)

b. Enabling Learning Objectives

- (1) Given a requirement, define terrorism and extremism in accordance with *Counterterrorism Analytical Lexicon*. (LE-0009a)
- (2) Given a requirement, identify terrorist and extremist trends in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Country Reports on Terrorism 2011*. (LE-0009b)
- (3) Given a situation, identify indicators of terrorist and extremist activity in accordance with *8 Signs of Terrorism*. (LE-0009c)
- (4) Given a situation, identify threats and hazards in accordance with *Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009d)
- (5) Given a situation, identify community-based policing techniques for the prevention of terrorism and extremism in accordance with *Policing Terrorism: An Executive's Guide*. (LE-0009e)

Downgrade Justification: Not Applicable

Concept of Instruction

a. Lecture. A lecture supplemented by a multimedia presentation is presented covering each of the enabling learning objectives.

b. Guided Discussion. At the conclusion of select main ideas, the instructor uses questioning techniques to facilitate a student-driven discussion about experiences they have encountered responding to an incident involving extremist or terrorist.

Required Instructional Materials: Instructor guide, student guide, and multimedia presentation

Risk Assessment: Low

References

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Instructor and Training Support Personnel

Description	Special Qualifications/Skill	Quantity
Instructor	None	1

Training Facilities

Facility Type	Facility Description	Quantity
Classroom	50 person capacity	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
None			

Consumables

Item	Quantity	Unit of Measure	Unit of Issue
None			

Agent

Description	Unit of Measure	Quantity
None		

Additional Lesson Comments/Remarks: None

Number: Module 2

Title: CBRNE Incident Operations

Total Time: 1 hour

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Lecture	1 hour	1:40

Media/Technology: Multimedia presentation

Purpose. To provide students with knowledge of the roles and essential tasks of law enforcement during a CBRNE incident response.

Learning Objectives

a. Terminal Learning Objectives

- (1) Given a scenario, assume initial command of a CBRNE incident to establish and maintain command and control of the scene. (IC-0001)
- (2) Given a CBRNE crime scene, preserve evidence in accordance with Levy's *The First Responder's Field Guide to HAZMAT and Terrorism Emergency Response*. (LE-0006)
- (3) Given PPE Level C and required materials, collect a sample using Method A in accordance with ASTM International *E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Bio-threat Agents from Nonporous Surfaces*. (HO-0001)

b. Enabling Learning Objectives

- (1) Given a written examination, identify the roles of law enforcement personnel at a CBRNE incident in accordance with *In Critical Incident Management: A Complete Response Guide*. (IC-0001a)
- (2) Given a written examination, identify the purpose of the incident command system in accordance with the *National Incident Management System*. (IC-0001b)
- (3) Given a written examination, identify hazard control zones in accordance with *NFPA 472*. (IC-0001c)
- (4) Given a written examination, compare a traditional and CBRNE crime scene in accordance with *Practical Crime Scene Investigations*. (LE-0006a)
- (5) Given a written examination, identify resources provided to state, county, and municipal law enforcement agencies according to the Federal Bureau of Investigation. (LE-0006b)

- (6) Given a written examination, identify guidelines for preserving evidence in accordance with Levy's *The First Responder's Field Guide to HAZMAT and Terrorism Emergency Response*. (LE-0006c)
- (7) Given a written examination, identify the purpose of Method A bulk sampling in accordance with ASTM International *E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Bio-threat Agents from Nonporous Surfaces*. (HO-0001a)
- (8) Given a written examination, identify the purpose of Method B swab sampling in accordance with ASTM International *E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Bio-threat Agents from Nonporous Surfaces*. (HO-0001b)

Downgrade Justification: Not Applicable

Concept of Instruction. Lecture. A lecture is presented for each of the enabling learning objectives.

Required Instructional Materials: Instructor guide, student guide, and multimedia presentation

Risk Assessment: Low

References

ASTM International. (2010). *E2458-10: Standard practices for bulk sample collection and swab sample collection of visible powders suspected of being biothreat agents from nonporous surfaces*. West Conshohocken, PA: ASTM International.

Faggiano, V., McNall, J. & Gillespie, T. (2012). *Critical incident management: A complete response guide*. Boca Raton, FL: CRC Press.

Federal Bureau of Investigation. (2013). *Chemical, biological, radiological, and nuclear services*. Retrieved from <http://www.fbi.gov/about-us/lab/forensic-response>

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Fish, T., Stout, N., & Wallace, E. (2011). *Practical crime scene investigations for hot zones*. Boca Raton, FL: Tayler & Francis Group.

Levy, J. M. (2010). *The first responder's field guide to hazmat and terrorism emergency response*. Campbell, CA: Firebelle.

National Fire Protection Association. (2013). *NFPA 472, Standard for competence of responders to hazardous materials/weapons of mass destruction incidents*. Quincy, MA: Author.

Noll, G. G., Hildebrand, M. S., & Yvorra, J. G. (2005). *Hazardous materials: Managing the incident* (3rd ed.). Chester, MD: Red Hat Publishing Co., Inc.

U.S. Department of Homeland Security. (2008). *National incident management system*. Retrieved from <http://www.fema.gov/national-incident-management-system>

Instructor and Training Support Personnel

Description	Special Qualifications/Skill	Quantity
Instructor	None	1

Training Facilities

Facility Type	Facility Description	Quantity
Classroom	50 person capacity	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
None			

Consumables

Item	Quantity	Unit of Measure	Unit of Issue
None			

Agent

Description	Unit of Measure	Quantity
None		

Additional Lesson Comments/Remarks: None

Number: Module 3

Title: Personal Protective Equipment and Decontamination

Total Time: 1 hour

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Lecture	1 hour	1:40

Media/Technology: Multimedia presentation

Purpose. To provide students with the knowledge required to operate in PPE and conduct decontamination.

Learning Objectives

a. Terminal Learning Objectives

- (1) Given a complete PPE Level C ensemble, don and doff PPE Level C in accordance with manufacturer specifications. (HO-0003)
- (2) Given a weapon, suspect, and/or evidence while wearing PPE Level C, process through technical decontamination in accordance with *NFPA 472*. (LE-0007)

b. Enabling Learning Objectives

- (1) Given a written examination, identify the purpose of personal protective equipment in accordance with HAZWOPER, 29 C.F.R. § 1910.120. (HO-0003a)
- (2) Given a written examination, identify characteristics of the four levels of personal protective equipment according to HAZWOPER, 29 C.F.R. § 1910.120. (HO-0003b)
- (3) Given a written examination, identify the stressors of wearing personal protective equipment in accordance with *Surviving Field Stress for First Responders*. (HO-0003c)
- (4) Given a written examination, identify the equipment requirements for Level C personal protective equipment in accordance with *NFPA 472*. (HO-0003d)
- (5) Given a written examination, identify the purpose of decontamination in accordance with *NFPA 472*. (LE-0007a).
- (6) Given a written examination, identify the four categories of decontamination in accordance with *NFPA 472*. (LE-0007b).
- (7) Given a written examination, identify considerations for mass decontamination in accordance with *NFPA 472*. (LE-0007c).

- (8) Given a written examination, identify considerations for emergency decontamination in accordance with *NFPA 472*. (LE-0007d)
- (9) Given a written examination, identify considerations for gross decontamination in accordance with *NFPA 472*. (LE-0007e)
- (10) Given a written examination, identify considerations for technical decontamination in accordance with *NFPA 472*. (LE-0007f)

Downgrade Justification: Not Applicable

Concept of Instruction: Lecture. A lecture is presented addressing each of the module enabling learning objectives.

Required Instructional Materials: Instructor guide, student guide, and multimedia presentation

Risk Assessment: Low

References

Agency for Toxic Substances and Disease Registry. (2005). *Surviving field stress for first responders*. Retrieved from http://www.atsdr.cdc.gov/emes/surviving_stress/index.html

National Fire Protection Association. (2013). *NFPA 472, Standard for competence of responders to hazardous materials/weapons of mass destruction incidents*. Quincy, MA: Author.

Noll, G. G., Hildebrand, M. S., & Yvorra, J. G. (2005). *Hazardous materials: Managing the incident* (3rd ed.). Chester, MD: Red Hat Publishing Co., Inc.

Hazardous Waste Operations and Emergency Response, 29 C.F.R. § 1910.120 (2013).

U.S. Department of Health and Human Services (1987). *National Institute for Occupational Safety and Health* (NIOSH) Publication No. 87-116.

Trauma Center at Justice Resource Institute. (2003). *First responders and traumatic events: Normal distress and stress disorders*. Retrieved from <http://media.msanet.com/NA/USA/APR/EscapeRespiratorsAirPurifying/SafeEscape/10026891.pdf>

Instructor and Training Support Personnel

Description	Special Qualifications/Skill	Quantity
Instructor	None	1

Training Facilities

Facility Type	Facility Description	Quantity
Classroom	50 person capacity	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
None			

Consumables

Item	Quantity	Unit of Measure	Unit of Issue
None			

Agent

Description	Unit of Measure	Quantity
None		

Additional Lesson Comments/Remarks: None

Number: Experiential Learning Activity

Title: Law Enforcement Techniques in PPE

Total Time: 3 hours and 15 minutes

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Experiential Learning Activity	3 hours and 15 minutes	8:40

Media/Technology: Actual equipment

Purpose. To demonstrate and provide responders the opportunity to perform practical application of essential law enforcement skills while operating in PPE.

Learning Objectives

a. Terminal Learning Objectives

- (1) Given a complete PPE Level C ensemble, don and doff PPE Level C in accordance with manufacturer specifications. (HO-0003)
- (2) Given a handgun, rifle, or shotgun, and while wearing PPE Level C, sight a weapon to achieve sight and target alignment. (LE-0002)
- (3) Given a handgun, rifle, or shotgun while wearing personal protective equipment level C, perform weapon retention techniques to maintain control of the weapon. (LE-0003)
- (4) Given hand cuffs or flex-cuffs and while wearing PPE Level C, apply restraint devices to maintain safe control of a suspect. (LE-0004)
- (5) Given PPE Level C and required materials, collect samples using Method A in accordance with *American Society for Testing and Materials International E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Biothreat Agents from Nonporous Surfaces*. (HO-0001)
- (6) Given a weapon, suspect, and/or evidence and while wearing personal protective equipment level C, process through technical decontamination in accordance with *NFPA 472*. (LE-0007)

b. Enabling Learning Objectives

- (1) Given a complete PPE Level C ensemble, don personal protective equipment level C in accordance with manufacturer specifications. (HO-0003e)
- (2) Given a complete PPE Level C ensemble, perform user seal checks in accordance with manufacturer specifications. (HO-0003f)

- (3) Given a complete PPE Level C ensemble, doff personal protective equipment level C in accordance with manufacturer specifications. (HO-0003h)
- (4) Given a handgun and while wearing PPE Level C, sight a handgun to achieve sight and target alignment. (LE-0002a)
- (5) Given a rifle while and wearing PPE Level C, sight a rifle to achieve sight and target alignment. (LE-0002b)
- (6) Given a shotgun, and while wearing PPE Level C, sight a shotgun to achieve sight and target alignment. (LE-0002c)
- (7) Given a handgun and while wearing PPE Level C, perform handgun retention techniques to maintain control of the weapon. (LE-0003a)
- (8) Given a long gun and while wearing PPE Level C, perform long gun retention techniques to maintain control of the weapon. (LE-0003b)
- (9) Given hand cuffs and while wearing PPE Level C, apply hand cuffs to maintain safe control of a suspect. (LE-0004a)
- (10) Given flex cuffs and while wearing PPE Level C, apply flex cuffs to maintain safe control of a suspect. (LE-0004b)
- (11) Given PPE Level C and required materials, perform the procedures for Method A sampling in accordance with ASTM International *E2458-10: Standard practices for bulk sample collection and swab sample collection of visible powders suspected of being bio-threat agents from nonporous surfaces*. (HO-0001b)
- (12) Given a weapon and while wearing PPE Level C, process a weapon into technical decontamination in accordance with *NFPA 472*. (LE-0007g)
- (13) Given a suspect and while wearing PPE Level C, process a suspect through decontamination in accordance with *NFPA 472*. (LE-0007h)
- (14) Given evidence and while wearing PPE Level C, process evidence into technical decontamination in accordance with *NFPA 472*. (LE-0007i)

Downgrade Justification: Not Applicable

Concept of Instruction: Experiential Learning Activity. The entire class dons PPE Level C. The lead instructor then divides the class into three teams and assigns each to one of the three activity groups. Instructors are staged to conduct the learning activities by conducting demonstrations as appropriate, monitoring practical application, assisting students as necessary, and responding to student questions. Each team completes all of the learning activities with the activity group and then rotates to the next activity group. Once each team completes the three activity groups, the team doffs PPE and instructors conduct a comprehensive after action review of the event. Below is a table illustrating the class breakout, groupings, and times for the learning activities.

Class Breakout	Learning Activities	Time
Entire Class	LA 1: Donning and Doffing Personal Protective Equipment Level C	35 minutes
Small Group	LA 2: PPE Agility Drills	45 minutes
	LA 3: Weapon Handling and Retention	
	LA 4: Field Apprehension of a Suspect	
Small Group	LA 5: Method A Sampling	45 minutes
	LA 6: Processing Weapons and Suspects into the Warm Zone	
Small Group	LA 7: Movement and Clearing Techniques	45 minutes
Entire Class	LA 8: After Action Review	15 minutes

Required Instructional Materials: Experiential Learning Guide

Risk Assessment: Moderate

References

Agency for Toxic Substances and Disease Registry. (2005). *Surviving field stress for first responders*. Retrieved from http://www.atsdr.cdc.gov/emes/surviving_stress/index.html

ASTM International. (2010). *E2458-10: Standard practices for bulk sample collection and swab sample collection of visible powders suspected of being biothreat agents from nonporous surfaces*. West Conshohocken, PA: ASTM International.

Faggiano, V., McNall, J. & Gillespie, T. (2012). *Critical incident management: A complete response guide*. Boca Raton, FL: CRC Press.

Fish, T., Stout, N., & Wallace, E. (2011). *Practical crime scene investigations for hot zones*. Boca Raton, FL: Tayler & Francis Group.

Levy, J. M. (2010). *The first responder's field guide to hazmat and terrorism emergency response*. Campbell, CA: Firebelle.

Marks, M. E. (2002). *Emergency responder's guide to terrorism*. Chester, MD: Red Hat Publishing Co., Inc.

National Fire Protection Association. (2013). *NFPA 472, Standard for competence of responders to hazardous materials/weapons of mass destruction incidents*. Quincy, MA: Author.

Hazardous Waste Operations and Emergency Response, 29 C.F.R. § 1910.120 (2013).

U.S. Department of Health and Human Services (1987). *National Institute for Occupational Safety and Health* (NIOSH) Publication No. 87-116.

Trauma Center at Justice Resource Institute. (2003). *First responders and traumatic events: Normal distress and stress disorders*. Retrieved from <http://media.msanet.com/NA/USA/APR/EscapeRespiratorsAirPurifying/SafeEscape/10026891.pdf>

Instructor and Training Support Personnel

Description	Special Qualifications/Skill	Quantity
Lead Instructor	None	1
Assistant Instructor	None	8

Training Facilities

Facility Type	Facility Description	Quantity
Indoor or Outdoor Training Area	Area capable of supporting the exercise of 50 persons and instructional staff in the donning, doffing, and performance of law enforcement task in personal protective equipment.	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
Air-purifying respirator with filter	1	Each	Student
Belt, web (various sizes)	1	Each	Student
Boots, rubber	1	Pair	Student
Flex-cuff cutters	7	Each	Class
Gloves, butyl rubber	1	Pair	Student
Handcuffs with keys	18	Each	Activity
Handgun, training	1	Each	Student
Holster, handgun	1	Each	Student
Items and equipment for activities and obstacles (e.g., saw horse, traffic barricade, barricade tape, ladder)	Varies	Each	Activity
Rifle, training		Each	Activity
Shotgun, training		Each	Activity
Stool	1	Each	Student
Suit, chemical, PPE Level C	1	Each	Student
Table	6	Each	Class
Technical decontamination kit	1	Each	Activity

Consumables

Item	Quantity	Unit of Measure	Unit of Issue
Antiseptic towelette	1	Box	Class
Bulk sample collection method A kit	1	Each	Per Two Students
Flex-cuffs	6	Each	Class
Flex-cuffs	1	Each	Student
Gloves, nitrile/vinyl, various sizes	1	Pair	Student
Large plastic bags, clear	10	Each	Activity
Marker, black	2	Each	Activity
Plastic Sheeting	1	Roll	Class
Shoes, decontamination (booties)	1	Pair	Student
Tape, chemical-resistant (CHEM-Tape [®])	4	Roll	Class
Towel (paper)	4	Roll	Class

Agent

Description	Unit of Measure	Quantity
None		

Additional Lesson Comments/Remarks: None

Number: Exam 2

Title: Post-Test Examination

Total Time: 45 minutes

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Written Examination	30 minutes	1:40
Facilitation	15 minutes	1:40

Media/Technology: None

Purpose. To administer a final written examination to gauge student increase in knowledge of the subject matter after completion of training.

Learning Objectives

a. Terminal Learning Objectives

- (1) Given a situation, assess terrorist and extremist actions in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009)
- (2) Given a scenario, assume initial command of a CBRNE incident to establish and maintain command and control of the scene. (IC-0001)
- (3) Given a CBRNE crime scene, preserve evidence in accordance with Levy's *The First Responder's Field Guide to HAZMAT and Terrorism Emergency Response*. (LE-0006)
- (4) Given PPE Level C and required materials, collect a sample using Method A in accordance with ASTM International *E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Bio-threat Agents from Nonporous Surfaces*. (HO-0001)
- (5) Given a complete PPE Level C ensemble, don and doff PPE Level C in accordance with manufacturer specifications. (HO-0003)
- (6) Given a weapon, suspect, and/or evidence while wearing PPE Level C, process through technical decontamination in accordance with *NFPA 472*. (LE-0007)

b. Enabling Learning Objectives

- (1) Given a written examination, define terrorism and extremism in accordance with *Counterterrorism Analytical Lexicon*. (LE-0009a)

- (2) Given a written examination, identify terrorist and extremist trends in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Country Reports on Terrorism 2011*. (LE-0009b)
- (3) Given a written examination, identify indicators of terrorist and extremist activity in accordance with *8 Signs of Terrorism*. (LE-0009c)
- (4) Given a written examination, identify threats and hazards in accordance with *Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009d)
- (5) Given a written examination, identify community-based policing techniques for the prevention of terrorism and extremism in accordance with *Policing Terrorism: An Executive's Guide*. (LE-0009e)
- (6) Given a written examination, identify the roles of law enforcement personnel at a CBRNE incident in accordance with *Critical Incident Management: An On-scene Guide for Law Enforcement Supervisors*. (IC-0001a)
- (7) Given a written examination, identify the purpose of the incident command system in accordance with the *National Incident Management System*. (IC-0001b)
- (8) Given a written examination, identify hazard control zones in accordance with *NFPA 472*. (IC-0001c)
- (9) Given a written examination, compare traditional and CBRNE crime scenes in accordance with *Practical Crime Scene Investigations for Hot Zones*. (LE-0006a)
- (10) Given a written examination, identify resources provided to state, county, and municipal law enforcement agencies according to the Federal Bureau of Investigation. (LE-0006b)
- (11) Given a written examination, identify guidelines for preserving evidence in accordance with Levy's *The First Responder's Field Guide to HAZMAT and Terrorism Emergency Response*. (LE-0006c)
- (12) Given a written examination, identify the purpose for Method A sampling in accordance with ASTM International *E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Bio-threat Agents from Nonporous Surfaces*. (HO-0001a)
- (13) Given a written examination, identify the purpose of method B swab sampling in accordance with ASTM International *E2458-10: Standard Practices for Bulk Sample Collection and Swab Sample Collection of Visible Powders Suspected of Being Bio-threat Agents from Nonporous Surfaces*. (HO-0001b)
- (14) Given a written examination, identify the purpose of personal protective equipment in accordance with HAZWOPER, 29 C.F.R. § 1910.120. (HO-0003a)

- (15) Given a written examination, identify characteristics of the four levels of personal protective equipment in accordance with HAZWOPER, 29 C.F.R. § 1910.120. (HO-0003b)
- (16) Given a written examination, identify the stressors of wearing personal protective equipment in accordance with *Surviving Field Stress for First Responders*. (HO-0003b)
- (17) Given a written examination, identify the equipment requirements for PPE Level C in accordance with *NFPA 472*. (HO-0003d)
- (18) Given a written examination, identify the purpose of decontamination in accordance with *NFPA 472*. (LE-0007a).
- (19) Given a written examination, identify the four types of decontamination in accordance with *NFPA 472*. (LE-0007b).
- (20) Given a written examination, identify considerations for mass decontamination in accordance with *NFPA 472*. (LE-0007c).
- (21) Given a written examination, identify considerations for emergency decontamination in accordance with *NFPA 472*. (LE-0007d)
- (22) Given a written examination, identify considerations for gross decontamination in accordance with *NFPA 472*. (LE-0007e)
- (23) Given a written examination, identify considerations for technical decontamination in accordance with *NFPA 472*. (LE-0007f)

Downgrade Justification: Not applicable

Concept of Instruction

- a. Written Examination.** The proctors administer the examination in accordance with the instructions outlined in the final written examination proctor guide and answer key.
- b. Facilitation.** Once all students have finished, or upon expiration of time, the proctor conducts an examination review. The review is a continuation of student learning, so it is conducted as thoroughly as possible in the allotted time. At a minimum, all questions missed by at least one student is reviewed by providing the rationale and answering any student questions.

Required Instructional Materials: Proctor guide and answer key, written examination booklet, and written examination answer form

Risk Assessment: Low

References

- Agency for Toxic Substances and Disease Registry. (2005). *Surviving field stress for first responders*. Retrieved from http://www.atsdr.cdc.gov/emes/surviving_stress/index.html
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- Bureau of Justice Assistance. (2013). *Understanding community policing, A framework for action*. Retrieved from <https://www.ncjrs.gov/pdffiles/commpp.pdf>
- Christen, H. T., & Maniscalco, P. M. (2011). *Terrorism response procedures in homeland security: Principles and practices of terrorism response* (pp. 77–82). Sudbury, MA: Jones and Barlett Publishers. Counterterrorism Education Learning Lab. (Producer). (2012). 8 Signs of Terrorism [Video]. Available from <http://www.thecell.org/>
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- Crimes and Criminal Procedures, 18 U.S.C. § 2331 (2012).
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- Newman, G. & Clarke, R. (2007). *Policing terrorism: An executive's guide*. Center for Problem-Oriented Policing, U.S. Department of Justice: Washington, DC.

- Noll, G. G., Hildebrand, M. S., & Yvorra, J. G. (2005). *Hazardous materials: Managing the incident* (3rd ed.). Chester, MD: Red Hat Publishing Co., Inc.
- Perl, R. F. (2007). *International terrorism: Threat, policy, and response*. Retrieved from <http://www.fas.org/crs/terror/RL33600.pdf>
- The domestic terrorism threat: Hearing before the Senate Judiciary Committee, Subcommittee on the Constitution, Civil Rights, and Human Rights*, 113th Cong. (2012) (testimony of Michael A. Clane).
- Trauma Center at Justice Resource Institute. (2003). *First responders and traumatic events: Normal distress and stress disorders*. Retrieved from <http://media.msanet.com/NA/USA/APR/EscapesRespiratorsAirPurifying/SafeEscape/10026891.pdf>
- U.S. Department of Health and Human Services. (1987). *National Institute for Occupational Safety and Health* (NIOSH) Publication No. 87-116.
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- U.S. Department of Homeland Security. (2012). *THIRA frequently asked questions FY 2012*. Retrieved from <http://www.fema.gov/media-library/assets/documents/27775?fromSearch=fromsearch&id=6198>
- U.S. Department of Homeland Security. (2013). *National infrastructure protection plan: Partnering for critical infrastructure security and resilience*. Retrieved from <https://www.dhs.gov/national-infrastructure-protection-plan>
- U.S. Department of Justice, Community Oriented Policing Services. (n.d.). *Community policing defined*. Retrieved from <http://www.cops.usdoj.gov/Default.asp?Item=36>
- U.S. Department of Justice, Federal Bureau of Investigation. (n.d.). *Counterterrorism analytical lexicon*. Retrieved from <http://cryptocomb.org/FBI-Counter-Terrorism-Analytical-Lexicon.pdf>
- U.S. Department of State. (2011). *Country reports on terrorism 2011*. Retrieved from <http://www.state.gov/j/ct/rls/crt/2011/index.htm>

Instructor and Training Support Personnel

Description	Special Qualifications/Skill	Quantity
Instructor	None	1

Training Facilities

Facility Type	Facility Description	Quantity
Classroom	50 person capacity	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
None			

Consumables

Item	Quantity	Unit of Measure	Unit of Issue
None			

Agent

Description	Unit of Measure	Quantity
None		

Additional Lesson Comments/Remarks: None

Number: Admin 3

Title: After Action Review and End-of-Course Evaluation Collection

Total Time: 15 minutes

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Administrative	15 minutes	1:40

Media/Technology: None

Purpose. To conduct an After Action Review and to collect student end-of-course evaluation forms.

Learning Objectives

Terminal Learning Objective: Not applicable

Enabling Learning Objective: Not applicable

Downgrade Justification: Not applicable

Concept for Instruction: Not applicable

Required Instructional Materials: End-of-course evaluation form

Risk Assessment: Low

Reference: None

Instructor and Training Support Personnel

Description	Special Qualifications	Quantity
Student Services Representative	None	1

Training Facilities

Facility Title	Facility Description	Quantity
Classroom	50 person capacity	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
None			

Consumables

Item	Quantity	Unit of Measure	Unit of Issue
None			

Agent

Description	Unit of Measure	Quantity
None		

Additional Lesson Comments/Remarks: None

Number: Admin 4

***Title:** Graduation

***Non-resident only**

Total Time: 15 Minutes

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Administrative	15 minutes	1:40

Media/Technology: None

Purpose. To recognize student achievement in completing the course.

Learning Objectives

a. Terminal Learning Objective: Not applicable

b. Enabling Learning Objective: Not applicable

Downgrade Justification: Not applicable

Concept for Instruction: Not applicable

Required Instructional Materials: End-of-course evaluation form

Risk Assessment: Low

Reference: Not applicable

Instructor and Training Support Personnel

Description	Special Qualifications	Quantity
Student Services Representative	None	1

Training Facilities

Facility Type	Facility Description	Quantity
Classroom	50 person capacity	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
None			

Additional Lesson Comments/Remarks: None

SECTION IV STUDENT ASSESSMENT PLAN

Purpose. The purpose of the Student Assessment Plan is to articulate student participation and graduation requirements for the program of instruction. The instructional staff must present and explain the Student Assessment Plan to the class during the course introduction and answer questions to ensure student understanding. A copy of the Student Assessment Plan must also be provided to a student upon their request.

Student Participation. Student participation is a crucial element of any course. The student must be fully committed to contributing to a positive learning environment. This requires active student participation to include completion of all assigned work, asking thought provoking and clarifying questions, and the sharing of student knowledge and experience.

Course Graduation. Course graduation is achieved when a student successfully completes all of the course criteria. Upon successful completion of the course graduation criteria, a student will receive a course graduation certificate.

Course Completion. A student who fails to achieve one or more of the course graduation criteria will not receive a course graduation certificate. Unless otherwise determined by the CDP Registrar, a student who fails to complete each of the course graduation criteria will receive a certificate of attendance.

Course Graduation Criteria. To successfully graduate the course, a student must accomplish each of the following:

- a. Achieve a 70% or higher on the Post-Test;
- b. Participate in all learning activities for ELG1 Law Enforcement Techniques in PPE; and
- c. Complete and submit an end-of-course evaluation.

SECTION V CONSOLIDATED RESOURCE LISTS

Training Facilities

Facility Title	Facility Description	Quantity
Classroom	50 person capacity	1
Indoor or Outdoor Training Area	Area capable of supporting the exercise of up to 50 persons and instructional staff in the donning, doffing, and performance of basic law enforcement task in personal protective equipment.	1

Staffing Matrix

Type	Admin 1	Exam 1	M1	M2	M3	M4	Exam 2	Admin 2
Lead Instructor						1		
Assistant Instructor	1	1	1	1	1	8	1	
Student Service Representative								1

Classroom Setup and Tablet Configuration

a. Initial Classroom Configuration. Arrange the student desks in small groups of four to five students to foster student discussion.

b. Classroom Equipment and Materials

Item	Quantity	Unit of Measure	Unit of Issue
Chairs suitable for classroom use	50	Each	Class
Clock w/ power source	1	Each	Class
Computer	1	Each	Class
Chart, easel w/ pad (2 feet x 3 feet)	1	Each	Class
Dry-erase board (4 feet x 10 feet)	1	Each	Class
Lectern	1	Each	Class
Microphone, body pack	1	Each	Class
Microphone, handheld	2	Each	Class
Name plate	1	Each	Class
Pen	1	Each	Student
Pencil	1	Each	Student
Pencil sharpener, electric	1	Each	Class
Projector, LCD w/ remote control	1	Each	Class

Item	Quantity	Unit of Measure	Unit of Issue
Screen, projector	1	Each	Class
Table, classroom	25	Each	Class

c. Tablet Configuration

Number	Requirement
Documents	
1	Student Guide in Adobe Reader format
2	Glossary and Acronym Listing in Adobe Reader format
Applications	
1	National Library of Medicine, Web Wireless Information System for Emergency Responders (Web WISER), Version 4.4.89 or later
1	National Library of Medicine, Wireless Information System for Emergency Responders, 3.1 or later
1	U. S. Department of Transportation, <i>Emergency Response Guidebook</i> for IPAD, Version 1.0 or later
Capability	
1	Safari web browser enabled to allow access to Web WISER

Equipment

Item	M1	M2	M3	ELA	Unit of Measure	Unit of Issue
Air-purifying respirator with filter				1	Each	Student
Belt, web, various sizes				1	Each	Student
Flashlight				1	Each	Student
Holster, flashlight				1	Each	Student
Boots, rubber				1	Pair	Student
Flex-cuff cutters				7	Each	Class
Gloves, butyl rubber				1	Pair	Student
Hand cuffs with keys				18	Each	Class
Handgun, training				1	Each	Student
Holster, handgun				1	Each	Student
Items and equipment for activities and obstacles (e.g., saw horse, traffic barricade, barricade tape, ladder)				Varies	Each	Activity
Rifle, training				22	Each	Class

Item	M1	M2	M3	ELA	Unit of Measure	Unit of Issue
Shotgun, training				22	Each	Class
Stool				1	Each	Student
Suit, chemical, PPE Level C				1	Each	Student
Table				6	Each	Activity
Technical decontamination kit				1	Each	Activity

Consumables

Item	M1	M2	M3	ELA	Unit of Measure	Unit of Issue
Antiseptic towelette				1	Box	Class
Bulk sample method A kit				1	Each	Per Two Students
Flex-cuffs				6	Each	Activity
Flex-cuffs				1	Each	Student
Gloves, nitrile/vinyl, various sizes				2	Pair	Student
Large plastic bags, clear				10	Each	Activity
Marker, black				2	Each	Activity
Plastic Sheeting				1	Roll	Activity
Shoes, decontamination (booties)				1	Pair	Student
Baby powder				1	Bottle	Activity
Tape, yellow, duct				4	Roll	Class
Towel (paper)				4	Roll	Class

Agent

Item	M1	M2	M3	ELA	Unit of Measure	Unit of Issue
None						

Course Materials Printing Guidance

Material Title	Number of Copies	Printing Instructions
Resident		
Plan of Instruction	As requested	Double sided, stapled
Instructor Guide	As requested	Double sided, three-hole punched
Proctor Guide and Answer Key, Pre-Test	As requested	Double sided, stapled
Pre-Test Booklet	As requested	Double sided, stapled

Proctor Guide and Answer Key, Post-Test	As requested	Double sided, stapled
Post-Test Booklet	As requested	Double sided, stapled
Examination Form	2 per student	OMR form
End-of-Course Evaluation Form	1 per student	OMR form
Non-Resident		
Plan of Instruction	As requested	Double sided, stapled
Instructor Guide	As requested	Double sided, three-hole punched
Student Guide	1 per student	Double sided, three-hole punched
Proctor Guide and Answer Key, Pre-Test	As requested	Double sided, stapled
Pre-Test	As requested	Double sided, stapled
Proctor Guide and Answer Key, Post-Test	As requested	Double sided, stapled
Post-Test	As requested	Double sided, stapled
Examination Form	2 per student	OMR form
End-of-Course Evaluation Form	1 per student	OMR form
Indirect		
Plan of Instruction	As requested	Double sided, stapled
Instructor Guide	As requested	Double sided, three-hole punched
Student Guide	1 per student	Double sided, three-hole punched
Proctor Guide and Answer Key, Pre-Test	As requested	Double sided, stapled
Pre-Test	As requested	Double sided, stapled
Proctor Guide and Answer Key, Post-Test	As requested	Double sided, stapled
Post-Test	As requested	Double sided, stapled
Examination Form	2 per student	OMR form

SECTION VI CONSOLIDATED RESOURCE LIST

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