

New York State Office of Homeland Security  
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Building 7a  
Albany, NY 12242



# ENHANCED SECURITY GUARD TRAINING PROGRAM

## Plan of Instruction

STATE OF NEW YORK  
Office of Homeland Security

Version: 08/25/06



# **PUBLIC SAFETY SENSITIVE**

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New York State Office of Homeland Security  
“Deterrence Through Preparedness”

**Foreword**

**Purpose:** The Enhanced Security Guard Training Program is intended to support and complement the existing security guard training and counter terrorism efforts in New York State by providing training and education designed to...:

- (i) improve observation, detection and reporting skills<sup>i</sup>;**
- (ii) improve coordination with local police, fire and emergency services<sup>ii</sup>;**
- (iii) provide and improve skills in working with advanced security technology including surveillance and access control procedures<sup>iii</sup>;**

...consisting of instruction

- (iv) requiring at least forty hours of training including 3 hours of training devoted to terrorism awareness<sup>iv</sup>; and**
- (v) has been certified as a qualified program by the state office of homeland security<sup>v</sup>.**

Eighty-five percent of the critical infrastructure in the United States belongs to private enterprise and corporations. Thus, security guards are literally one of the nation’s first groups of defenders and play an integral role in prevention and deterrence efforts. Success in prevention and deterrence of both general crime, and terrorist acts as well, begins with the establishment of a baseline and maintenance of a robust all-hazards and all-crimes management infrastructure. The professional security guard industry in New York State with an excess of 140,000 certified security guards inhabit that baseline. This program will provide security guards with the basic awareness of terrorism issues that can potentially affect responsibilities within the purview of their employment. It will improve observation, detection and reporting capabilities while enhancing coordination capability with other emergency response professionals. Additionally, this program will elaborate on previously provided instruction, thereby elevating participants’ familiarity with access control issues and security technology.

Topical areas include the following periods of instruction: Information and Intelligence Sharing; Terrorism Indicators and Trends; WMD Standardized Awareness Training; Anti-Surveillance Strategies; Prevention and Physical Security- Vulnerability Assessments; Safety and Security- Emergency Planning; National Incident Management (NIMS) training to include, IS-700 National Incident Management System - An Introduction; and ICS-100 Introduction to Incident Command System (ICS); the Fundamentals of Patrol; Criminal and Civil Law – Powers and Limitations; Cooperation and Coordination in Public Relations and Basic First Aid.

This program of instruction is consistent with and in recognition of ***“Homeland Security Presidential Directive 8: National Preparedness (HSPD-8<sup>vi</sup>) which call for a National Preparedness Goal that establishes measurable priorities, targets, and a common approach to developing needed capabilities. The Goal utilized a Capabilities-Based Planning approach to help answer the questions “how prepared***

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<sup>i</sup> § 7. Paragraph (r) subdivision 2 of section 709

<sup>ii</sup> § 7. Paragraph (r) subdivision 2 of section 709

<sup>iii</sup> § 7. Paragraph (r) subdivision 2 of section 709

<sup>iv</sup> § 7. Paragraph (r) subdivision 2 of section 709

<sup>v</sup> § 7. Paragraph (r) subdivision 2 of section 709

<sup>vi</sup> Homeland Security Presidential Directive 8, December 17, 2003, President George Bush

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*are we?” “how prepared do we need to be?” and “how do we prioritize efforts to help answer to close the gap?” A central objective of Capabilities-Based Planning is the identification of target level of capabilities that Federal, State, local, and tribal entities must achieve to perform critical tasks for homeland security missions. Capabilities are combinations of resources that provide the means to achieve a measurable outcome resulting from performance of one or more critical tasks, under specified conditions and performance standards. Version 1.0 of the Target Capabilities List (TCL) identifies 36 target capabilities.”<sup>vii</sup>*

Additionally, this program recognizes and is consistent with the Universal Task List<sup>viii</sup> (UTL) which “defines what tasks need to be performed by Federal, State, local, and tribal jurisdictions and the private sector to prevent, protect against, respond to, and recover from events defined in the National Planning Scenarios”<sup>ix</sup> in the following areas:

**Common**

Planning (Training) (All Modules)

**Prevent Mission Area**

Information Gathering and Sharing, Section 3  
Terrorism Indicators and Trends, Section 4  
WMD Standardized Awareness, Section 10  
Anti-Surveillance Efforts, Section 5  
Prevention and Physical Security – Vulnerability Assessments, Section 6  
Fundamentals of Patrol – Access Control, Section 8  
Fundamentals of Patrol - Communications, Cooperation, and Public Relations; Section 9

**Protect Mission Area**

Information Gathering and Sharing, Section 3  
WMD Standardized Awareness, Section 10  
Prevention and Physical Security – Vulnerability Assessments, Section 6  
Security and Safety Emergency Planning, Section 7  
Fundamentals of Patrol – Communications, Cooperation, and Public Relations; Section 9

**Respond Mission Area**

WMD Standardized Awareness, Section 10  
Security and Emergency Planning, Section 7  
IS-700 National Incident Management System (NIMS), An Introduction, Section 11  
ICS-100: Introduction to ICS, Section 12  
Fundamentals of Patrol – Communications, Cooperation, and Public Relations; Section 9  
Basic First Aid, Section 13

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<sup>vii</sup> U.S. Department of Homeland Security Fact Sheet  
[http://www.ojp.usdoj.gov/odp/docs/Target\\_Capabilities\\_List\\_041405.pdf](http://www.ojp.usdoj.gov/odp/docs/Target_Capabilities_List_041405.pdf)

<sup>viii</sup> Universal Task List, Version 2.1, U.S. Department of Homeland Security

<sup>ix</sup> Universal Task List, Version 2.1, U.S. Department of Homeland Security

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In addition to compliance with and guidance obtained from HSPD-8, this program was developed in accordance with compliance standards of Homeland Security Presidential Directive-5 (HSPD-5)<sup>x</sup>, Management of Domestic Incidents, so as to ensure standardization and conformity with nationally accepted practices and the National Incident Management System (NIMS).

Guidance was also obtained from the Office for Domestic Preparedness (Grants and Training), **Emergency Responder Guidelines**<sup>xi</sup>; **Awareness Level**, as follows:

1. Recognize Hazardous Materials Incidents.
2. Know the protocols used to detect the potential presence of weapons of mass destruction (WMD) agents or materials.
3. Know and follow self-protection measures for WMD events and hazardous materials events.
4. Know procedures for protecting a potential crime scene.
5. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

Guidance was also obtained from **29 CFR 1910.120<sup>xii</sup> OSHA Compliance Regulations as follows:**  
**29 CFR 1910.120<sup>xiii</sup> OSHA Compliance**  
**1910.120(q)(6)(i)**

***First responder awareness level.*** First responders at the awareness level are individuals who are likely to witness or discover a hazardous substance release and who have been trained to initiate an emergency response sequence by notifying the proper authorities of the release. They would take no further action beyond notifying the authorities of the release.

Guidance was also obtained from the Office for Domestic Preparedness (Grants and Training), **Prevention and Deterrence Guidelines; June 2003**

**I. Jurisdictions seeking to improve “Collaborations” between and among public and private sector agencies to prevent WMD terrorism should:**

1. Recognize that there is a need for prevention activities and actions and that prevention is critical to a jurisdiction’s preparation for terrorism.
2. Establish a system, center, or task force to serve as a “clearing house” for all potentially relevant domestically generated terrorism data and information to ensure interpretation and assessment of the data and information.
3. Prepare Memorandum of Understanding (MOUs) and formal coordination agreements between appropriate agencies (public and private) describing mechanisms to exchange information regarding vulnerabilities and risks, coordination of responses, and processes to facilitate information sharing and multi-jurisdictional preemption of terrorist acts or events.
4. Use Community-policing initiatives, strategies, and tactics as a basis to identify suspicious activities related to terrorism.
5. Explicitly develop “social capital” through collaboration between the private sector, law enforcement and other partners so that data,

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<sup>x</sup> Homeland Security Presidential Directive/HSPD-5, February 28, 2003, President George Bush

<sup>xi</sup> Emergency Responder Guidelines, Office for Domestic Preparedness, August 1, 2002

<sup>xii</sup> Hazardous Waste Operations and Emergency Response, 29 CFR 1910.120

<sup>xiii</sup> Hazardous Waste Operations and Emergency Response, 29 CFR 1910.120

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- information, assistance, and “best practices” may be shared and collaborative processes developed.
6. Coordinate Federal, state, and local information, plans and actions for assessments, prevention procedures, infrastructure protection, and funding priorities to address prevention.
  7. Establish a regional prevention information command center and coordinate the flow of information (in and out) regarding infrastructure.
  8. Exercise prevention and collaboration measures.

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Enhanced Security Guard Training  
Program of Instruction

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## Enhanced Security Guard Training Program

### Plan of Instruction

#### **Goals:**

The Enhanced Security Guard Program is intended to support and complement the current security guard training and counter terrorism efforts in the State of New York. Through this program, security guards will gain an increased level of training and knowledge pertaining to security concerns and terrorism related issues in support of their role as security specialists and the responsibilities inherent within the purview of their profession.

**Cognitive Goal:** To provide participants with the basic knowledge and capability to detect and discern potential criminal and terrorist related activities through a cohesive industry-wide effort, promoting a robust environment of prevention and deterrence.

**Affective Goal:** To provide participants with an appreciation for the complexity and enormity of criminal and terrorism-related activities, as well as an awareness of on-going counter terrorism efforts on local, a state and national level.

#### **General Course Learning Objectives:**

Per § 7. Paragraph (r) subdivision 2 of section 709, The Enhanced Security Guard Program is intended to provide attendees with the training and skills necessary to:

- (i) improve observation, detection and reporting skills;
- (ii) improve coordination with local police, fire and emergency services;
- (iii) provide and improve skills in working with advanced security technology including surveillance and access control procedures;

and will have attended training:

- (iv) requiring at least forty hours of training including 3 hours of training devoted to terrorism awareness; and
- (v) has been certified as a qualified program by the state office of homeland security.

**Target Audience:** New York State “certified” Security Guard professionals and or supervisory or management staff of a certified Security Guard Agency.

#### **Basic Characteristics:**

As it relates to the General Business Law §89-f (part 6) of the **Security Guard Act:**

*“Security Guard” shall mean a person, other than a police officer, employed by a security guard company to principally perform one or more of the following functions within the state:*

- a.) protection of individuals and/or property from harm, theft or other unlawful activity;*
- b.) deterrence, observation, detection and/or reporting of incidents in order to prevent any unlawful or unauthorized activity including but not limited to unlawful or unauthorized intrusion or entry, larceny, vandalism, abuse, arson or trespass on property;*

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- c.) *street patrol service;*
- d.) *response to but not installation or service of a security system alarm installed and/or used to prevent or detect unauthorized intrusion, robbery, burglary, theft, pilferage and other losses and/or to maintain security of a protected premises.*

*Provided, however, that a security guard who is otherwise subject to regulation with respect to registration and training by the federal government in the performance of their duties, or a security guard providing such services on a voluntary basis, shall not be subject to the provisions of this article<sup>xiv</sup>.*

The role of a security guard professional is to provide his/her client/employer with professional protective services and is dedicated to the principle of maintaining order and security within the area of his/her control. A security guard must be firm but fair and cognizant that his/her actions are geared to the safety of people and their property. The primary responsibility of a security guard is to protect persons and/or property from harm.

**Target Audience Needs:**

Because eighty-five percent of the critical infrastructures in the United States belong to private enterprise and corporations and due to the current world environment with terrorist activity so highly publicized, it is essential that the security guard industry be a knowledgeable component in our prevention and deterrence efforts. Therefore, these individuals require the basic knowledge to enable them to discern, recognize and take appropriate action to allow our other enforcement and intervention components to take further action. Acquiring the knowledge does not ensure both effective or efficient prevention and deterrence efforts. This knowledge must be combined not only with appropriate and timely two-way communication avenues, but also a central focal point that allows for collection, analysis, and feedback of information. This program will provide that knowledge and capability to access those mechanisms.

**General Pre-Requisites:**

All course participants must be Security Guards<sup>xv</sup> as applicable to the New York State General Business and Executive Laws, or supervisory/management/administrative staff within a certified Security Guard Agency.

**Pre-Requisite Knowledge, Skills and Abilities:**

The New York State Office of Homeland Security Enhanced Security Guard Training Program is an extension of previously provided training as governed by New York State Law. Therefore, security guards participating within this course of instruction must have satisfied all previous training requirements

This course is designed to support and complement counter-terrorism efforts currently underway throughout New York State. As such, it provides basic information for professional security guards on Terrorism Trends and Indicators, Information and Intelligence Sharing, Weapons of Mass Destruction Awareness, Anti-Surveillance Efforts, Prevention and Physical Security - Vulnerability Assessments, Emergency Disaster and Contingency Planning (an all-hazards approach), the National Incident Management System (IS-700, & ICS 100 ), Access Control, Communications, Criminal and Civil legal issues and Cooperation and Coordination in Public Relationships. The course consists of 13 sections

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<sup>xiv</sup> §89-f (part 6) of the Security Guard Act

<sup>xv</sup> §89-f (part 6) of the Security Guard Act

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surrounding the aforementioned topics given in classroom sessions to be provided in blocks of training as deemed appropriate to complete with minimal interruption of service. The entire program must be completed within any time constraint proscribed by law in connection with any intended benefit for a taxpayer.

Through this course, security guards will gain a basic terrorism awareness that may potentially affect issues and responsibilities within the purview of their employment. It will improve observation, detection and reporting skills while enhancing coordination capability with emergency response professionals. Additionally, it is anticipated that access control issues and security technology familiarity on the part of the security professional will be enhanced through the completion of this program.

**Required Text/Materials**

Enhanced Security Guard Instructor Manual (Version 1), New York State Office of Homeland Security

Enhanced Security Guard Participant Manual (Version 1), New York State Office of Homeland Security  
**(To be retained in ownership by student)**

The Security Handbook, Second Edition; Purpura, Phillip P. (2003). Burlington M: Elsevier. **(To be retained in ownership by student)**

Jane’s Workplace Security Handbook, First Edition, (Jane’s Information Group) **(To be retained in ownership by student)**

IS-700 National Incident Management System (NIMS): An Introduction, (program support materials), Federal Emergency Management Agency, Emergency Management Institute – <http://training.fema.gov/emiweb/IS/is700.asp>

ICS-100 Introduction to ICS (program support materials), Federal Emergency Management Agency, Emergency Management Institute – <http://training.fema.gov/emiweb/IS/is100.asp>

NIMS Training Guidelines for FY 2006: IS-700, IS-800, ICS-100-400

AWR-160 - WMD Awareness Instructor Manual, U.S. Department of Homeland Security, Office of State and Local Government Coordination and Preparedness, National Domestic Preparedness Consortium.

AWR-160 - WMD Awareness Student Manual, U.S. Department of Homeland Security, Office of State and Local Government Coordination and Preparedness, National Domestic Preparedness Consortium. **(To be retained in ownership by student)**

2004 Emergency Response Guidebook, U.S. Department of Transportation, Research and Special Programs Administration, Office of Hazardous Materials and Training. **(To be retained in ownership by student)**

ATF Lethal Blast, Isolation, and Evacuation Distances Chart

ATF Bomb Threat Checklist

FBI Suspicious Package Brochure

VIDEO: Surviving the Secondary Device Video; (Department of Justice)

VIDEO: Shelter in Place, Know What to Do; (Agrium)

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VIDEO: Suicide Bombings: The New Chaos; (International Association of Fire Chiefs)

VIDEO: Letter Bomb; New Mexico Tech Video Clip

VIDEO: Physical Security, An Ever Changing Mission

American Red Cross, American Heart Association (or equivalents) Basic First Aid Student Manual, and the appropriate and adequate supporting first aid equipment as determined by those agencies.

**Resource Requirements:**

NYS OHS Enhanced Security Guard Course Instructional Manual

NYS OHS Enhanced Security Guard Course Lesson Plans

NYS OHS Enhanced Security Guard Course Student Manual **(to be retained in ownership by student)**

2004 Emergency Response Guidebook **(to be retained in ownership by student)**

Jane’s Workplace Security Handbook **(to be retained in ownership by student)**

AWR 160 WMD Standardized Awareness Instructor and Student Manuals, **(student version is to be retained in ownership by student)**

IS-700 Instructor and Student Manuals **(student version is to be retained in ownership by student)**

ICS-100 Instructor and Student Manuals **(student version is to be retained in ownership by student)**

Participant Handouts

CD Rom Instructional Materials and Videos

Laptop/Desktop Computer with the following **minimum** system requirements:

- Microsoft Windows XP (Home Edition) or Microsoft Windows 2000
- 4-M CPU 2.20GHz
- 512 megabytes of RAM
- DVD Player
- CD Rom Drive
- Windows Media Player 10
- External computer speaker port for sound amplification of video segments
- Microsoft Office 2000 Package consisting of MS-Word and PowerPoint
- Adobe Reader 7.0.5

External computer speaker system for sound amplification of video segments

LCD Projector

White Board/Flip Charts

Program Evaluations

Student Evaluations

Attendance Rosters

Certified Security Guard Schools participating in this program must have access to the internet to download FEMA study materials for Sections 11, and 12, regarding National Incident Management System and ICS courses. Electronic submission of a security guard’s final exam must be accomplished by participating schools to validate and certify the participant’s study and partaking of the exam.

Arrangements for participation in a Basic First Aid course entail several options and potential resource requirements to fulfill instruction by a Certified Security Guard School are enclosed in a separate document which is attached as Appendix A.

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**Course Structure**

**Methods of Instruction:**

Lecture  
Discussion  
Demonstration  
Performance  
Evaluation

**General/Overall Learning and Performance Objectives:**

Upon completion of this program the attendee as directed by § 7. Paragraph (r)subdivision 2 of section 709 will have achieved and be able to:

- (i) improve observation, detection and reporting skills;
- (ii) improve coordination with local police, fire and emergency services;
- (iii) provide and improve skills in working with advanced security technology including surveillance and access control procedures;

And will have attended training:

- (iv) requiring at least forty hours of training including 3 hours of training devoted to terrorism awareness; and
- (v) has been certified as a qualified program by the state office of homeland security.

Additionally participants will be able to:

- a. identify/list information sharing strategies available within NYS
- b. identify/list communication avenues within NYS to report suspicious or potential criminal or terrorist related activity
- c. distinguish/explain the difference between information and intelligence
- d. describe/explain common methods of operation of terrorist groups
- e. describe/explain potential indicators of a suicide/homicide bomb attack
- f. describe/explain the importance of pre-operational surveillance
- g. describe/explain the methods utilized to protect critical infrastructure and key assets
- h. describe/explain what Risk and Vulnerability Assessments are
- i. describe and explain the purpose of the National Incident Management System NIMS
- j. describe and explain basic Incident Command System (ICS)
- k. describe in detail the importance of Access Control
- l. identify and list local resources available to professional security personnel for information resources and support

**Discussion Material:** As events that may impact the role of security specialists are capricious and may shift on a frequent basis, discussion will be generated on a daily basis (where appropriate), consistent with current events to aid attendees in better understanding their evolving role as security specialists.

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**Participant Evaluation and Responsibilities:**

Participant’s successful achievement of goals will be evaluated through a combination of psychomotor, cognitive, and affective evaluation consistent with the desired learning outcome of each individual section and or module.

Additionally participants will be required to complete course evaluations consistent with Kirkpatrick’s four-level model<sup>xvi</sup> of evaluation (level one – reaction), and student evaluations that focus on:

- The participant’s knowledge at the beginning of this program;
- The participant’s knowledge at the conclusion of this program;
- The value of the materials, information and knowledge conveyed during this instruction; and
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

**Participant Requirements:**

All course participants must be Security Guards<sup>xvii</sup> as defined in the New York State General Business and Executive Laws or management/staff members working within, for, or with a licensed security entity. The New York State Office of Homeland Security Enhanced Security Guard Training Program is an extension of previously provided training as governed by New York State Law. Therefore, security guards participating within this course of instruction must have satisfactorily completed all necessary training requirements.

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<sup>xvi</sup> Kirkpatrick, D.L. (1994). *Evaluating training programs: the four levels*, San Francisco, CA: Berrett-Koehler

<sup>xvii</sup> §89-f (part 6) of the Security Guard Act

# ENHANCED SECURITY GUARD TRAINING PROGRAM

## Periods of Instruction

### Sections 1 - 13



**PUBLIC SAFETY SENSITIVE**

## **Section One: Introduction: Historical Perspectives**

**1.5 Hours**

This section provides participants with a review of the development of the security guard profession in America and the evolving responsibilities and challenges facing today’s security professional.

### **TCL/UTL Mission Area:**

Common (Training)

**Emergency Responder Guidelines; Awareness Level:** N/A

**Prevention and Deterrence Guidelines:** N/A

### **Terminal Learning Objectives:**

- Upon completion of this section the participant will be able to describe evolving challenges and responsibilities facing today’s security professional in light of the profession’s history.

**Enabling Learning Objectives:** Upon completion of this section the participant will be able to:

1. Discuss and describe the evolution of security in America
2. Describe/Explain the growth of private security companies in America
3. Describe/list the evolving challenges and responsibilities facing today’s security professional

**Required Reading:** Enhanced Security Guard Student Manual, (Version 1), New York State Office of Homeland Security

The Security Handbook, Second Edition; Purpura, Phillip P. (2003). Burlington M: Elsevier

**Assignment:** *The Security Handbook, Second Edition:* Chapter 1, pages 3 - 20; *NYS Enhanced Security Guard Student Manual:* Section 1.

### **Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

### **Instructional Resources Required:**

- Enhanced Security Guard Instructor Manual
- Enhanced Security Guard Student Manuals
- The Security Handbook, Second Edition; Purpura, Phillip P. (2003)
- Laptop or Desktop Computer
- External Computer Speaker System
- LCD Projector
- CD Rom instructional materials
- PowerPoint Presentation: Section 1
- DVD: Physical Security; An Ever Changing Mission (Historical Section)
- Course instructional notes



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- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

**Section Two: Criminal and Civil Law – Theory and Application**

**2.0 Hours**

This section provides a basic understanding of criminal and civil law to the security specialist. It is intended to provide him or her with a deeper appreciation of the law, thereby enhancing their ability to make informed decisions and judgments when encountering circumstances requiring such.

**TCL/UTL Mission Area:**

Common (Training)

**Emergency Responder Guidelines; Awareness Level:** N/A

**Prevention and Deterrence Guidelines:** N/A

**Terminal Learning Objective:**

- Upon completion of this section, participants will be able to explain sources of American law, explain the difference between civil and criminal law, and describe the basic terrorism crimes in New York State.

**Enabling Learning Objectives:** Upon completion of this section the participant will be able to:

1. Define the term ‘law’ and explain the four jurisprudential schools of thought.
2. List the primary sources of American law.
3. Explain the difference between criminal and civil law.
4. List and explain the remedies for violations of criminal and civil law.
5. Explain the authority a civilian security guard has to affect an arrest.
6. Define the term “tort” and explain the difference between intentional and unintentional torts.
7. List four (4) intentional torts and one (1) unintentional tort.
8. List at least 4 basic crimes relating to terrorism and/or support thereof in New York State
9. Define/List elements of those basic crimes and explain how they relate to terrorism

**Required Reading:** NYS Enhanced Security Guard Student Manual, (Version 1), New York State Office of Homeland Security

The Security Handbook, Second Edition; Purpora, Phillip P. (2003). Burlington M: Elsevier

**Assignment:** *The Security Handbook, Second Edition:* Chapter 7, pages 149-170; *NYS Enhanced Security Guard Student Manual:* Section 2.

**Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

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**Instructional Resources Required:**

- Enhanced Security Guard Instructor Manual
- Enhanced Security Guard Student Manuals
- The Security Handbook, Second Edition; Purpura, Phillip P. (2003)
- Laptop/Desktop Computer
- LCD Projector
- CD Rom instructional materials
- PowerPoint Presentation: Section 2
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

### **Section Three: Information Gathering and Sharing**

**2.5 Hours**

This period of instruction will illustrate the critical need for sharing information and intelligence. It will detail steps taken to enhance information sharing projects and initiatives with emphasis on a prevention and deterrence approach. The instructor will discuss the role of security guards in that endeavor. Information sharing initiatives will be identified and communication avenues will be addressed to ensure communication paths are multi-directional. Additional discussion will focus on current information and intelligence collection efforts within this state as well as nationally. While providing an overview, it will distinguish the difference between information and intelligence and how the security guard industry can support these efforts and identify various collection methods, programs and initiatives.

#### **TCL/UTL Mission Area:**

Common (Training)

Prevent

Protect

**Emergency Responder Guidelines; Awareness Level:** N/A

**Prevention and Deterrence Guidelines:** I; 1-7

#### **Terminal Learning Objective:**

- Upon completion of this section the participant will be able to describe/explain intelligence collection and reporting avenues.

**Enabling Learning Objectives:** Upon completion of this section the participant will be able to:

1. Explain the difference between intelligence and information.
2. Describe/Explain a fusion center.
3. Identify/list the elements of intelligence collection.
4. Describe/Explain Operation Nexus.
5. Describe/Explain Operation Safeguard.
6. Describe/Explain NYPD SHIELD.
7. Describe/Explain the role security personnel play in preventing criminal and terrorist acts.

**Required Reading:** Enhanced Security Guard Participant Manual (Version 1) Student Manual, New York State Office of Homeland Security

**Assignment:** NYS *Enhanced Security Guard Student Manual*: Section 3.

#### **Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

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**Instructional Resources Required:**

- Enhanced Security Guard Instructor Manual
- Enhanced Security Guard Student Manuals
- Laptop/Desktop Computer
- LCD Projector
- CD Rom instructional materials
- PowerPoint Presentation: Section 3
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

## **Section Four: Terrorism Indicators and Trends**

**2.0 Hours**

This course of instruction will illustrate the importance of maintaining vigilance with respect to terrorist/criminal indicators and suspicious activities. Emphasis will be placed on the integral role security personnel can play in preventing a possible terrorist/criminal attack. The instructor will outline recent terrorism trends; identify indicators of suspicious activity that could possibly be related to terrorism. Communication avenues will also be provided to report suspected criminal and suspicious activity.

### **TCL/UTL Mission Area:**

Common (Training)

Prevent

Protect

### **Emergency Responder Guidelines; Awareness Level:**

1. Recognize Hazardous Materials Incidents.
2. Know the protocols used to detect the potential presence of weapons of mass destruction (WMD) agents or materials.
3. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
4. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel

### **Prevention and Deterrence Guidelines: I; 2,4,5,6,7**

### **Terminal Learning Objective:**

- Upon completion of this section the participant will be able to identify/describe protective measures for facilities potentially targeted by criminals/terrorists.

### **Enabling Learning Objectives:** Upon completion of this section the participant will be able to:

1. Identify/Describe facilities targeted by terrorists.
2. Identify/Describe steps that should be taken to help prevent/deter attacks?
3. Describe/Explain indicators of an individual possibly conducting pre-operational surveillance.
4. Identify and list indicators of a potential suicide bomber.
5. Identify and list indicators of a potential Vehicle Borne Improvised Explosive Device (VBIED) attack.
6. Identify and list the avenues/methods of communication to report suspicious activity.
7. Describe, explain, and implement suspicious packages protocols

**Required Reading:** NYS Enhanced Security Guard Student Manual, (Version 1), New York State Office of Homeland Security, Jane’s Workplace Security Handbook: Chapter 2.

**Assignment:** NYS *Enhanced Security Guard Student Manual*: Section 4; Jane’s Workplace Security Handbook: Chapter 2.

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**Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

**Instructional Resources Required:**

- Enhanced Security Guard Instructor Manual
- Enhanced Security Guard Student Manuals
- Jane’s Workplace Security Handbook (1<sup>st</sup> Edition)
- Laptop/Desktop Computer
- External Computer Speaker System for Video Segments
- PowerPoint Presentation: Section 4
- LCD Projector
- CD Rom instructional materials
- DVD: Suicide Bombings; The New Chaos
- Video Segments: Deathtrap, Montreal Suspicious Package
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

## **Section Five: Anti-Surveillance Efforts**

**2.0 hours**

This section discusses the importance of surveillance recognition by the security specialist and provides an understanding of the basic tools/procedures utilized to help deter effective surveillance by terrorists or criminals and discusses methods utilized to employ effective counter-surveillance practices.

### **TCL/UTL Mission Area:**

Common (Training)  
Prevent

**Emergency Responder Guidelines; Awareness Level:** N/A

**Prevention and Deterrence Guidelines:** I; 2,4,5,6,7

### **Terminal Learning Objective:**

- Upon completion of this section, participants will be able to describe surveillance, counter-surveillance, and interdiction of the terrorist attack cycle.

**Enabling Learning Objectives:** Upon completion of this section, participants will be able to:

1. Describe/Explain the terrorist/criminal objectives when conducting surveillance.
2. Define/Describe surveillance and counter-surveillance
3. Identify/Describe at least three types of surveillance techniques and list their indicators.
4. Explain the principles of surveillance detection.
5. Identify/list the appropriate procedures utilized to interdict a terrorist attack cycle.

**Required Reading:** NYS Enhanced Security Guard Student Manual, (Version 1), New York State Office of Homeland Security; Jane’s Workplace Security Handbook (1<sup>st</sup> Edition).

**Assignment:** *Enhanced Security Guard Student Manual:* Section 5; Jane’s Workplace Security Handbook: Chapter 2.

### **Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

### **Instructional Resources Required:**

- Enhanced Security Guard Instructor Manual
- Enhanced Security Guard Student Manuals
- Jane’s Workplace Security Handbook (1<sup>st</sup> Edition)
- Laptop/Desktop Computer
- LCD Projector
- CD Rom instructional materials



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- PowerPoint Presentation: Section 5
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

**Section Six: Prevention and Physical Security–Vulnerability Assessment Awareness 2.0 hours**

It has become increasingly important to protect the critical infrastructure assets in our country. Preemptive and protective measures to mitigate vulnerabilities in our places of businesses are a must if we are to deter criminal or terrorist efforts to exploit avoidable deficiencies. This requires an understanding by security professionals of their infrastructure, and the vulnerability, assets, and possible threats that are coupled with said infrastructures. There is an inherent responsibility on the part of the security professional to assist law enforcement and security experts in the protection of critical infrastructure; thus having a more comprehensive understanding of these elements will provide a deeper appreciation of the appropriate measures that must be taken in securing critical infrastructures.

**TCL/UTL Mission Area:**

Common (Training)

Prevent

Protect

**Emergency Responder Guidelines; Awareness Level:** N/A

**Prevention and Deterrence Guidelines:** I; 1-7

**Terminal Learning Objective:**

- Upon completion of this section the participant will be able to explain what is meant by critical infrastructure and key resources, as well as the security specialist’s role in their protection.

**Enabling Learning Objectives:** Upon completion of this section participants will be able to:

1. Define and explain crime prevention.
2. Define/Explain Critical Infrastructure and Key Resources.
3. Define/Explain Vulnerability Assessments.
4. Define/Explain Assets and describe methods to safeguard such.
5. Define/Explain Threats and provide examples of threats to be safeguarded against.
6. List and explain at least seven types of physical security methods.
7. List at least 5 intervention techniques in protecting assets.
8. Describe/List at least 4 protective measures requiring implementation at critical infrastructures.
9. Explain the security specialist’s role in the Vulnerability Assessment Process.

**Required Reading:** NYS Enhanced Security Guard Student Manual, (Version 1), New York State Office of Homeland Security; Jane’s Workplace Security Handbook (1<sup>st</sup> Edition)

**Assignment:** NYS *Enhanced Security Guard Student Manual*: Section 6; Jane’s Workplace Security Handbook (1<sup>st</sup> Edition), Chapter 2.

**Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;

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- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

**Instructional Resources Required:**

- Enhanced Security Guard Instructor Manual
- Enhanced Security Guard Student Manuals
- Jane’s Workplace Security Handbook (1<sup>st</sup> Edition)
- Laptop/Desktop Computer
- External Computer Speaker System for Video Segments
- PowerPoint Presentation: Section 6
- LCD Projector
- CD Rom instructional materials
- DVD: Physical Security; An Ever-changing Mission (Access Control Section)
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

## **Section Seven: Security and Safety Emergency Planning**

**2.0 hours**

This section will introduce participants to the four phases of emergency management (preparedness, response, recovery, and mitigation) and how to organize planning efforts towards an overall Emergency Operation Plan. Program highlights include planning development, implementation, revision, and maintenance. Additionally, best practices for specialized plans outlining evacuation, shelter-in-place, or combination practices are addressed. This module further emphasizes the continued contributions participants may make if an emergency situation must be sustained for an extended period of time.

### **TCL/UTL Mission Area:**

Common (Training)

Protect

Respond

### **Emergency Responder Guidelines; Awareness Level:**

1. Recognize Hazardous Materials Incidents.
2. Know the protocols used to detect the potential presence of weapons of mass destruction (WMD) agents or materials.
3. Know and follow self-protection measures for WMD events and hazardous materials events.
4. Know procedures for protecting a potential crime scene.
5. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

### **Prevention and Deterrence Guidelines: I; 1-7**

**Terminal Learning Objective** - Upon completion of this section participants will be able to describe/explain their role in the emergency management process.

**Enabling Learning Objectives:** Upon completion of this section participants will be able to:

1. Explain/List the four basic phases of emergency management
2. Identify and explain at least 2 emergency management roles
3. Describe/Explain the considerations given during the development of a safety plan for the notification and communication of such to special needs populations.
4. List and describe several options for the communication of safety plans to occupants.
5. Explain/Describe the types of exercises that can be conducted to test a plan.
6. Explain/Describe the methods utilized to ensure plans remain up to date.

**Required Reading:** NYS Enhanced Security Guard Student Manual, (Version 1), New York State Office of Homeland Security; Jane’s Workplace Security Handbook: Chapter 2, *The Security Handbook, Second Edition*.

**Assignment:** NYS *Enhanced Security Guard Student Manual*: Section 7; *The Security Handbook, Second Edition*: Chapter 12, pages 269-296, Jane’s Workplace Security Handbook: Chapters 2 and 6.

### **Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;

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- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

**Instructional Resources Required:**

- Enhanced Security Guard Instructor Manual
- Enhanced Security Guard Student Manuals
- The Security Handbook, Second Edition; Purpura, Phillip P. (2003)
- Jane’s Workplace Security Handbook (1<sup>st</sup> Edition)
- Laptop/Desktop Computer
- External Computer Speaker System for Video Segments
- PowerPoint Presentation: Section 7
- LCD Projector
- CD Rom instructional materials
- DVD: Shelter In Place (Agrium)
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

## **Section Eight: Fundamentals of Patrol – Access Control**

**2.0 Hours**

This section focuses on the importance of effective access and exit control measures in regulating the movement of people, vehicles, and items into, out of, and within a facility. To that end additional discussion will involve guidelines and procedures utilized in the detection of fraudulent documents.

### **TCL/UTL Mission Area:**

Common (Training)

Prevent

Protect

**Emergency Responder Guidelines; Awareness Level:** N/A

**Prevention and Deterrence Guidelines:** I; 2,4,5,6,7

**Terminal Learning Objective** - Upon completion of this section the participant will be able to describe access control.

**Enabling Learning Objectives:** Upon completion of this section the participant will be able to:

1. Define/Explain Access Control.
2. Describe/Explain the prime factor which influences the kind of access control system employed.
3. Describe/Explain an automatic access control system.
4. List the three fundamental components of an intrusion detection system.
5. Describe/List the attributes that constitute “appropriate” forms of identification
6. List and describe the information contained in an “appropriate” form of identification

**Required Reading:** NYS Enhanced Security Guard Program Student Manual, (Version 1), New York State Office of Homeland Security; The Security Handbook, Second Edition; Purpora, Phillip P. (2003). Burlington M: Elsevier; Jane’s Workplace Security Handbook (1<sup>st</sup> Edition).

**Assignment:** *Enhanced Security Guard Program Student Manual:* Section 8; *The Security Handbook, Second Edition:* Chapter 4, pages 67-105; Jane’s Workplace Security Handbook, pages 65-88.

### **Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

### **Instructional Resources Required:**

- Enhanced Security Guard Instructor Manual
- Enhanced Security Guard Student Manuals
- The Security Handbook, Second Edition; Purpora, Phillip P. (2003)
- Jane’s Workplace Security Handbook (1<sup>st</sup> Edition)

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- Laptop/Desktop Computer
- External Computer Speaker System for Video Segments
- PowerPoint Presentation: Section 8
- LCD Projector
- CD Rom instructional materials
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

## **Section Nine: Fundamentals of Patrol – Communication**

**2.5 hours**

Effective communication skills, which include but are not limited to direct exchanges, telephonic communications, radio reports, interviews, or report writing, are the foundation of many professional positions. A major function of the security specialist’s responsibility is to observe, identify, and report events which may include criminal and or terrorist activity, unsafe or dangerous conditions, fire and life safety hazards, and other site related events. This section is designed to provide the security officer with skills to help enhance his or her communication skills. This module is designed to enhance the communication and interpersonal skills of security guard professionals, their managers, and planners. As a security guard professional, you must be a skilled communicator to achieve your objectives. You are required to convey information to a broad audience that includes public and private sector organizations, the media, disaster victims, and co-responders. Even during non-emergency situations, you will need to rely on strong communication skills to coordinate with staff and to promote safety awareness.

### **TCL/UTL Mission Area:**

Common (Training)

Prevent

Protect

Respond

### **Emergency Responder Guidelines; Awareness Level:**

- 6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

### **Prevention and Deterrence Guidelines: I; 2,4,5,6,7**

**Terminal Learning Objective:** Upon completion of this section, participants will be able to describe characteristics of effective communication, cooperation, and public relations, as well as be able to describe ways in which they can enhance communication to better protect their facility.

**Enabling Learning Objectives:** Upon completion of this section the participant will be able to:

1. Define/Explain Communication.
2. List/Explain the main components of the communication process.
3. Identify, describe, and interpret non-verbal behavior patterns.
4. Explain/Describe effective communication skills.
5. List/Explain the necessary skills for conducting effective interviews.
6. Identify and describe barriers to effective communication.
7. Explain/Define the value and importance of empathetic listening.
8. Explain/Describe the importance of tailoring your message to your audience.
9. Describe/Explain the significance of diversity.
10. Describe/List the means utilized to access the multicultural needs of your audience.
11. Describe/Explain the appropriate use of technology in enhancing the communication process.
12. Understand/Explain how emergency communication needs differ from daily communication and how to be most effective under emergency circumstances.



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**Required Reading:** Enhanced Security Guard Student Manual, (Version 1), New York State Office of Homeland Security; The Security Handbook, Second Edition; Purpora, Phillip P. (2003). Burlington M: Elsevier; Jane’s Workplace Security Handbook (1<sup>st</sup> Edition)

**Assignment:** *The Security Handbook, Second Edition:* Purpora, Phillip P. (2003), Chapter 3, 49-66; Chapter 6, pages 130-148, Enhanced Security Guard Student Manual, Section 9, Jane’s Workplace Security Handbook (1<sup>st</sup> Edition) pages 291-300; Section 10 Jane’s Workplace Security Handbook (1<sup>st</sup> Edition), pages 300-313

**Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

**Instructional Resources Required:**

- Enhanced Security Guard Instructor Manual
- Enhanced Security Guard Student Manuals
- Jane’s Workplace Security Handbook (1<sup>st</sup> Edition)
- Laptop/Desktop Computer
- External Computer Speaker System for Video Segments
- PowerPoint Presentation: Section 9
- LCD Projector
- CD Rom instructional materials
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

**Section Ten: WMD Standardized Awareness**

**6.0 hours**

Developed by the National Domestic Preparedness Consortium (NDPC), this section is designed to enhance the capabilities of participants to prevent, deter, prepare for, respond to, and recover from incidents of terrorism involving Weapons of Mass Destruction (WMD) which may include chemical, biological, radiological, nuclear, or explosives agents. The WMD Awareness Level Training is intended to establish a common baseline to ensure statewide consistency in WMD education and training providing attendees with awareness-level instruction on identification, avoidance, isolation, and notification techniques necessary and appropriate in a WMD environment.

**TCL/UTL Mission Area:**

Common (Training)

Prevent

Protect

Respond

**Emergency Responder Guidelines; Awareness Level:**

1. Recognize Hazardous Materials Incidents.
2. Know the protocols used to detect the potential presence of weapons of mass destruction (WMD) agents or materials.
3. Know and follow self-protection measures for WMD events and hazardous materials events.
4. Know procedures for protecting a potential crime scene.
5. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

**29 CFR 1910.120 OSHA Compliance**

**1910.120(q)(6)(i)**

*First responder awareness level.* First responders at the awareness level are individuals who are likely to witness or discover a hazardous substance release and who have been trained to initiate an emergency response sequence by notifying the proper authorities of the release. They would take no further action beyond notifying the authorities of the release. First responders at the awareness level shall have sufficient training or have had sufficient experience to objectively demonstrate competency in the following areas:

**1910.120(q)(6)(i)(A)**

An understanding of what hazardous substances are, and the risks associated with them in an incident.

**1910.120(q)(6)(i)(B)**

An understanding of the potential outcomes associated with an emergency created when hazardous substances are present.

**1910.120(q)(6)(i)(C)**

The ability to recognize the presence of hazardous substances in an emergency.

**1910.120(q)(6)(i)(D)**

The ability to identify the hazardous substances, if possible.

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**1910.120(q)(6)(i)(E)**

An understanding of the role of the first responder awareness individual in the employer's emergency response plan including site security and control and the U.S. Department of Transportation's Emergency Response Guidebook.

**1910.120(q)(6)(i)(F)**

The ability to realize the need for additional resources, and to make appropriate notifications to the communication center.

**Enabling Learning Objectives:** Upon completion of this section participants will be able to:

1. Define terrorism and WMD
2. List actions indicating potential terrorist activity.
3. List potential terrorist targets.
4. Define/List general precautions for self protection if a WMD incident is witnessed or encountered.
5. Define/List the four elements of the RAIN concept.
6. Describe/Explain toxic industrial chemicals used as weapons and the signs and symptoms associated with them.
7. Discuss time, distance, shielding, and isolation zones as they apply to WMD agents.
8. Describe/Define biological agents.
9. Describe/Explain the general signs and symptoms of exposure to biological agents.
10. Describe/Explain the advantages and disadvantages of using biological agents for terrorism
11. Describe/Explain radiation and radioactive material.
12. Identify/List the signs and symptoms of exposure to radiation.
13. Define the difference between a Radiological Dispersal Device and a nuclear device
14. Define, Explain, identify, and list characteristics of explosives.
15. Recognize and list indicators of explosive manufacture.
16. Recognize and describe potential explosive indicators.

**Required Reading:** AWR-160 - WMD Awareness Student Manual, U.S. Department of Homeland Security, Office of State and Local Government Coordination and Preparedness, National Domestic Preparedness Consortium

2004 Emergency Response Guidebook, U.S. Department of Transportation, Research and Special Programs Administration, Office of Hazardous Materials and Training.

ATF Lethal Blast, Isolation, and Evacuation Distances Chart

ATF Bomb Threat Checklist

FBI Suspicious Package Guidelines

**Assignment:** *AWR-160 - WMD Awareness Student Manual:* pages 1-105 inclusive

**Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant's knowledge at the beginning of this period of instruction;
- The participant's knowledge at the conclusion of this period of instruction;

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- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

**Instructional Resources Required:**

- AWR Standardized Awareness Instructor Manual
- AWR Standardized Awareness Student Manual
- Laptop/Desktop Computer
- External Computer Speaker System for Video Segments
- PowerPoint Presentation: Section 10 (AWR-160 Standardized WMD Awareness)
- 2004 Emergency Response Guidebook, U.S. Department of Transportation,
- ATF Lethal Blast, Isolation, and Evacuation Distances Chart
- ATF Bomb Threat Checklist
- FBI Suspicious Package Guidelines
- LCD Projector
- CD Rom instructional materials
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Extension Cord / Surge Protector

## **Section Eleven IS-700 National Incident Management System; An Introduction 3.0 hours**

Efforts among federal, state, local and private entities to conduct best practices in all-hazards preparedness have spawned promise for a nation ready to handle any kind of significant incident in a coordinated and efficient manner.

As per Homeland Security Presidential Directive 5 (HSPD-5), the Federal Emergency Management Agency’s (FEMA) development of the National Incident Management System (NIMS) has given agencies at every level a universal standard to follow relating to terminology, incident command structure, communication, and information and resource management. Training for our first responders on topics such as NIMS and ICS has become a priority. This module is designed to provide the security guard industry with a basic awareness of NIMS principles, requirements, and practices.

### **TCL/UTL Mission Area:**

Common (Training)  
Respond

### **Emergency Responder Guidelines; Awareness Level:**

- 5. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
- 6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

**Enabling Learning Objectives:** Upon completion of this section the participants will have the ability to:

1. Describe the key concepts and principles underlying NIMS.
2. Identify/List the benefits of using ICS as the national incident management model.
3. Describe/Explain when it is appropriate to institute an Area Command.
4. Describe/Explain when it is appropriate to institute a Multi-agency Coordination System.
5. Describe/List the benefits of using a Joint Information System (JIS) for public information.
6. Identify/Explain/List the ways in which NIMS affects preparedness.
7. Describe/Explain how NIMS affects resource management.
8. Describe/List the advantages of common communication and information management systems.
9. Explain/Describe how NIMS influences technology and technology systems.
10. Describe/Define the purpose of the NIMS Integration Center

**Required Reading/Material:** IS-700 National Incident Management System (NIMS): An Introduction, (program support materials), Federal Emergency Management Agency, Emergency Management Institute – (<http://training.fema.gov/emiweb/IS/is700.asp>)

**Assignment:** *Instructor Facilitated Delivery:* IS-700 National Incident Management System (NIMS): An Introduction, (program support materials);

*Internet Based Self Study:* <http://training.fema.gov/emiweb/IS/is700.asp>

### **Participant Feedback:**

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;

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- The value of the materials, information and knowledge conveyed during this instruction;
- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

**Instructional Resources Required:**

- *Internet Based Self Study:* <http://training.fema.gov/emiweb/IS/is700.asp>
- *Instructor Facilitated Delivery:* IS-700 National Incident Management System (NIMS): An Introduction, (program support materials);
- Internet Access Capabilities
- Laptop/Desktop Computer
- LCD Projector
- PowerPoint Presentation: Section 11 (IS-700 NIMS, An Introduction)
- CD Rom instructional materials
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Student Exam
- Extension Cord / Surge Protector
- FEMA IS-700 Student Exam

## **Section Twelve: ICS-100 Introduction to Incident Command System**

**3.0 hours**

ICS 100, Introduction to the Incident Command System, introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS).

### **TCL/UTL Mission Area:**

Common (Training)

Respond

### **Emergency Responder Guidelines; Awareness Level:**

5. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

**Enabling Learning Objectives:** Upon completion of this section the participant will be able to:

1. Identify/Explain the requirements to use or implement ICS
2. Identify/List three purposes of ICS
3. Describe/List the basic features of ICS
4. Identify/List common incident tasks
5. Describe/List the six basic ICS facilities
6. Identify/List facilities that may be located together
7. Identify/Explain facility map symbols
8. Describe and list common responsibilities at an incident
9. List individual accountability responsibilities
10. Describe/List common mobilization responsibilities
11. Describe/List common demobilization responsibilities
12. Describe/Explain the role and function of the Incident Commander
13. Describe/Explain the role and function of the Command Staff
14. Describe/Explain the role and function of the Operations Section
15. Describe/Explain the role and function of the Planning Section
16. Describe/Explain the role and function of the Logistics Section
17. Describe/Explain the role and function of the Finance / Administration Section

**Required Reading/Material:** ICS-100 Introduction to ICS (program support materials), Federal Emergency Management Agency, Emergency Management Institute –  
<http://training.fema.gov/emiweb/IS/is100.asp>

**Assignment:** *Instructor Facilitated Delivery:* ICS-100 Introduction to ICS (program support materials);  
*Internet Based Self Study:* <http://training.fema.gov/emiweb/IS/is100.asp>

- *Internet Based Self Study:* <http://training.fema.gov/emiweb/IS/is100.asp>
- *Instructor Facilitated Delivery:* ICS-100 Introduction to ICS (program support materials);
- Internet Access Capabilities

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- Laptop/Desktop Computer
- LCD Projector
- PowerPoint Presentation: Section 12 (ICS-100 Basic ICS)
- CD Rom instructional materials
- Course instructional notes
- Participant Attendance Form
- White Board/Flip Charts
- Dry Erase Markers
- Student Notepads
- Student Exam
- Extension Cord / Surge Protector
- FEMA ICS-100 Student Exam



## Section Thirteen: Basic First Aid

6.5 Hours

The American Red Cross First Aid/CPR/AED Program or Equivalent (based upon matched time frame, course objectives, and recognition as an approved training curriculum) is a first aid and cardiopulmonary resuscitation (CPR), training program which prepares individuals to respond to injuries and sudden illnesses that may arise in the workplace. It is designed to provide participants with the knowledge and skill necessary to prevent, recognize, and provide basic care for injuries and sudden illnesses until advanced medical personnel arrive to provide care.

### TCL/UTL Mission Area:

Common (Training)

Protect

Respond

### Emergency Responder Guidelines; Awareness Level:

- 6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

**Enabling Learning Objectives:** Upon completion of this section participants will be able to:

1. Explain how the EMS and 9-1-1 systems work
2. Determine the safe response to an emergency situation
3. Explain the emergency action steps to follow after an emergency
4. Recognize the signals of someone in need of first aid (shock, cardiac arrest, life-threatening bleeding, stroke)
5. Provide care for injuries including severe cuts and burns, sprains and strains.
6. Provide care for sudden illnesses such as poisonings, bites and stings.
7. Recognize and caring for heat- and cold-related emergencies.
8. Recognize and care for life-threatening emergencies in adults, such as respiratory, choking and cardiac problems.
9. Provide appropriate initial care to an unconscious adult
10. Provide CPR to an adult
11. Describe the necessary precautions when using an AED
12. Use an AED on an adult in cardiac arrest
13. Provide Emergency Cardiac Care utilizing Automated External Defibrillation (AED) information.
14. Conduct workplace emergency planning.

**Required Reading:** American Red Cross First Aid/CPR/AED Program Participant Book and Supporting Materials or equivalent.

**Assignment:** American Red Cross First Aid/CPR/AED Program Participant Book: Pages 2-58\_or equivalent.

### Participant Feedback:

Participants will be required to complete an evaluation that focuses on

- The participant’s knowledge at the beginning of this period of instruction;
- The participant’s knowledge at the conclusion of this period of instruction;
- The value of the materials, information and knowledge conveyed during this instruction;

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- The relevance of the instruction in relation to the participant’s duties and responsibilities at a specified work location.

**Instructional Resources Required:**

- American Red Cross (or equivalent) Instructor Manual
- American Red Cross (or equivalent) Student Manual
- CD Rom instructional materials
- Approved and Required First Aid Training Equipment and Materials
- Course instructional notes
- Participant Attendance Form
- Participant Exam

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**Appendix A:  
Bibliography and Resource Materials**

§ 7. Paragraph (r) subdivision 2 of section 709

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ICS-100 Introduction to ICS (program support materials), Federal Emergency Management Agency, Emergency Management Institute – <http://training.fema.gov/emiweb/IS/is100.asp>

NIMS Training Guidelines for FY 2006: IS-700, IS-800, ICS-100-400

AWR-160 - WMD Awareness Student Manual, U.S. Department of Homeland Security, Office of State and Local Government Coordination and Preparedness, National Domestic Preparedness Consortium.

2004 Emergency Response Guidebook, U.S. Department of Transportation, Research and Special Programs Administration, Office of Hazardous Materials and Training.

ATF Lethal Blast, Isolation, and Evacuation Distances Chart

ATF Bomb Threat Checklist

American Red Cross, Basic First Aid Student Manual, and the appropriate and adequate supporting first aid equipment as determined by the American Red Cross

Homeland Security Presidential Directive 8, December 17, 2003, President George Bush

Homeland Security Presidential Directive/HSPD-5, February 28, 2003, President George Bush

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Universal Task List, Version 2.1, U.S. Department of Homeland Security, May 23, 2005

Target Capabilities List Version 1.0, Interim National Preparedness Goal

Emergency Responder Guidelines, Office for Domestic Preparedness, August 1, 2002

U.S. Department of Homeland Security Fact Sheet  
[http://www.ojp.usdoj.gov/odp/docs/Target\\_Capabilities\\_List\\_041405.pdf](http://www.ojp.usdoj.gov/odp/docs/Target_Capabilities_List_041405.pdf)

Prevention and Deterrence of Terrorist Acts by Law Enforcement, NCBRT, New Mexico Tech

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**Appendix B:  
Glossary of Terms**

<b>A</b>	
AAR	After-Action Report/Review
APPL	Area Police-Private Security Liaison Program
ASIS	American Society for Industrial Security
ADMIN	Administration
ALS	Advanced Life Support
AO	Area of Operations
AOC	Area of Concern
AOR	Area of Responsibility
AP	Assembly Point
<b>B</b>	
BLS	Basic Life Support
<b>C</b>	
CA	Chemical Agent
CAD	Computer Aided/Assisted Dispatch
CAMEO	Computer Aided Management of Emergency Operations
CBRNE	Chemical/ Biological/ Radiological/ Nuclear/ Explosive
CC	Coordination Center
CCC	Crisis Coordination Center
CCT	Critical Care Transport
CDP	Center for Domestic Preparedness
CEC	Chief Exercise Controller
CEM	Certified Emergency Manager Comprehensive Emergency Management
CEMP	Comprehensive Emergency Management Plan
CEOC	County Emergency Operations Center
CERT	Community Emergency Response Team Computer Emergency Readiness Team
CERT/CC	Community Emergency Response Team/Coordination Center
CFE	Certified Fraud Examiners (Association of)
CFR	Code of Federal Regulations
CI	Critical Infrastructure
CII	Critical Infrastructure Information
CIMRT	Critical Incident Management Response Team
CIMS	Critical Incident Management Support
CIS	Community Information System
CISD	Critical Incident Stress Debriefing
CISM	Critical Incident Stress Management
CMC	Crisis Management Center Crisis Management Coordinator
CMT	Crisis Management Team
CO	Communications Officer
COOP	Continuity of Operations
CP	Command Post Control Point Coordination and Planning
CPL	Criminal Procedural Law
CPLR	Criminal Procedural Law and Rules
CPX	Command Post Exercise

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<b>D</b>	
DHHS	Department of Health and Human Services
DHS	Department of Homeland Security (ESF-13)
DMAT	Disaster Medical Assistance Team
DMNA	Division of Military and Naval Affairs
DMORT	Disaster Mortuary Operational Response Team
DOH	Department of Health
DOS	Department of State
DP	Disaster Preparedness
DPC	Disaster Preparedness Commission (NYS)
DSP	Division of State Police (New York State)
<b>E</b>	
EAP	Emergency Action Plan
ECC	Emergency Communications Center
ECCV	Emergency Command and Control Vehicle
EFO	Emergency Field Office
EIO	Emergency Information Officer
EMA	Emergency Management Agency
EMI	Emergency Management Institute
EMRT	Emergency Medical Response Team
EMS	Emergency Medical Services
EMT	Emergency Management Team Emergency Medical Technician
EMT-P	Emergency Medical Technician-Paramedic
EOC	Emergency Operations Center
ERN	Emergency Response Network
ERP	Emergency Response Plan
ERPG	Emergency Response Guidelines
ERT	Emergency Response Team
<b>F</b>	
FBI	Federal Bureau of Investigation
FE	Functional Exercise
FEMA	Federal Emergency Management Agency
FSE	Full Scale Exercise
<b>H</b>	
HSAS	Homeland Security Advisory System
HSEEP	Homeland Security Exercise Evaluation Program
HSOC	Homeland Security Operations Center
HSPD-5	Homeland Security Presidential Directive-5
HSPD-8	Homeland Security Presidential Directive-8
HVAC	Heating, Ventilating, and Air Conditioning
<b>I</b>	
IA	Individual Assistance Information Analysis Inter-agency
IACP	International Association of Chiefs of Police
IAP	Incident Action Plan
IC	Incident Command Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IED	Improvised Explosive Device
IIMG	Interagency Incident Management Group
IMAT	Incident Management Action Team

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ISAC	Information Sharing and Analysis Center
<b>J</b>	
JFO	Joint Field Office
JIC	Joint Information Center
JIS	Joint Information System
<b>L</b>	
L	Locality
LAC	Local Assistance Center(s)
LAN	Local Area Network
LAN/WAN	Local Area Network/Wide Area Network
LEM	Local Emergency Management
LEMA	Local Emergency Management Authority
LEOC	Local Emergency Operations Center
LEPC	Local Emergency Planning Committee
LEPPC	Local Emergency Prevention and Preparedness Council
LETS	Law Enforcement Telecommunications System
LHD	Local Health Department
LIMS	Laboratory Information Management System
LLEA	Local Law Enforcement Agency
LNO	Liaison Officer
LRN	Laboratory Response Network
LS	Logistics Support
LSS	Laboratory Scientific Services Life Support System
<b>M</b>	
MAA	Mutual Aid Agreement
MAC	Multi-Agency Command
MACC	Multi-Agency Coordination Center
MACS	Multi-Agency Coordination System
MST	Management Support Team
<b>N</b>	
NCISP	National Criminal Intelligence Sharing Plan
NCPC	National Crime Prevention Council
NDMS	National Disaster Medical System
NEMT	National Emergency Management Team
NIMS	National Incident Management System
NRP	National Response Plan
NYC	New York City
NYPD	New York Police Department
NYS	New York State
NYSDEC	New York State Department of Environmental Conservation
NYSDOH	New York State Department of Health
NYSOHS	New York State Office of Homeland Security
NYSP	New York State Police
<b>O</b>	
OEM	Office of Emergency Management
OFPC	Office of Fire Prevention & Control
OHS	Office of Homeland Security
<b>P</b>	
PDA	Personal Digital Assistant
PFO	Principal Federal Official
PL	New York State Penal Law
PPE	Personal Protective Equipment

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PTE	Potential Threat Element
<b>Q</b>	
<b>R</b>	
RDD	Radiological Dispersal Device
<b>S</b>	
S&R	Search and Rescue
SEMO	State Emergency Management Office (NYS)
SEOC	State Emergency Operations Center
SITREP	Situation Report
SITSTAT	Situation Status
SOG	Standard Operating Guide
SOP	Standard Operating Procedure(s)
SPI	Society of Professional Investigators
SWAT	Special Weapons and Tactics
<b>T</b>	
TCL	Target Capabilities List
TCV	Total Containment Vessel
TTX	Tabletop Exercise
<b>U</b>	
UC	Unified Command
UC/IC	Unified Command/Incident Command
UCP	Unified Command Post
UTL	Universal Task List
<b>V</b>	
VA	Vulnerability Assessment
VBIED	Vehicle Borne Improvised Explosive Device
<b>W</b>	
WMD	Weapons of Mass Destruction

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**Appendix C:**  
**ATF Lethal Blast, Isolation, and Evacuation Distances Chart**

<b>ATF</b>	<b>VEHICLE DESCRIPTION</b>	<b>MAXIMUM EXPLOSIVES CAPACITY</b>	<b>LETHAL AIR BLAST RANGE</b>	<b>MINIMUM EVACUATION DISTANCE</b>	<b>FALLING GLASS HAZARD</b>
	COMPACT SEDAN	500 Pounds 227 Kilos <i>(In Trunk)</i>	<b>100 Feet</b> <b>30 Meters</b>	<b>1,500 Feet</b> <b>457 Meters</b>	1,250 Feet 381 Meters
	FULL SIZE SEDAN	1,000 Pounds 455 Kilos <i>(In Trunk)</i>	<b>125 Feet</b> <b>38 Meters</b>	<b>1,750 Feet</b> <b>534 Meters</b>	1,750 Feet 534 Meters
	PASSENGER VAN OR CARGO VAN	4,000 Pounds 1,818 Kilos	<b>200 Feet</b> <b>61 Meters</b>	<b>2,750 Feet</b> <b>838 Meters</b>	2,750 Feet 838 Meters
	SMALL BOX VAN <i>(14 FT BOX)</i>	10,000 Pounds 4,545 Kilos	<b>300 Feet</b> <b>91 Meters</b>	<b>3,750 Feet</b> <b>1,143 Meters</b>	3,750 Feet 1,143 Meters
	BOX VAN OR WATER/FUEL TRUCK	30,000 Pounds 13,636 Kilos	<b>450 Feet</b> <b>137 Meters</b>	<b>6,500 Feet</b> <b>1,982 Meters</b>	6,500 Feet 1,982 Meters
	SEMI-TRAILER	60,000 Pounds 27,273 Kilos	<b>600 Feet</b> <b>183 Meters</b>	<b>7,000 Feet</b> <b>2,134 Meters</b>	7,000 Feet 2,134 Meters



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**APPENDIX D: ATF BOMB THREAT CHECKLIST**



Department of the Treasury  
Bureau of Alcohol, Tobacco & Firearms  
**BOMB THREAT CHECKLIST**



1. When is the bomb going to explode?
2. Where is the bomb right now?
3. What does the bomb look like?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb?
7. Why?
8. What is address?
9. What is your name?

**EXACT WORDING OF BOMB THREAT:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sex of caller: \_\_\_\_\_ Race: \_\_\_\_\_

Age: \_\_\_\_\_ Length of call: \_\_\_\_\_

Telephone number at which call is received: \_\_\_\_\_

Time call received: \_\_\_\_\_

Date call received: \_\_\_\_\_

**CALLER'S VOICE**

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Nasal    |
| <input type="checkbox"/> Soft     | <input type="checkbox"/> Angry    |
| <input type="checkbox"/> Stutter  | <input type="checkbox"/> Loud     |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Lisp     |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Slow     |
| <input type="checkbox"/> Rasp     | <input type="checkbox"/> Crying   |
| <input type="checkbox"/> Rapid    | <input type="checkbox"/> Deep     |
| <input type="checkbox"/> Normal   | <input type="checkbox"/> Distinct |

- |  |  |
|--|--|
| <input type="checkbox"/> Slurred   | <input type="checkbox"/> Whispered       |
| <input type="checkbox"/> Ragged  | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Deep Breathing  | <input type="checkbox"/> Cracking Voice  |
| <input type="checkbox"/> Disguised   | <input type="checkbox"/> Accent          |
| <input type="checkbox"/> Familiar (If voice is familiar, who did it sound like?) _____ |  |

**BACKGROUND SOUNDS:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Street noises | <input type="checkbox"/> Factory machinery            |
| <input type="checkbox"/> Voices                   | <input type="checkbox"/> Crockery                     |
| <input type="checkbox"/> Animal noises            | <input type="checkbox"/> Clear                        |
| <input type="checkbox"/> PA System                | <input type="checkbox"/> Static                       |
| <input type="checkbox"/> Music                    | <input type="checkbox"/> House noises                 |
| <input type="checkbox"/> Long distance            | <input type="checkbox"/> Local                        |
| <input type="checkbox"/> Motor                    | <input type="checkbox"/> Office machinery             |
| <input type="checkbox"/> Booth                    | <input type="checkbox"/> Other (Please specify) _____ |

**BOMB THREAT LANGUAGE:**

- |  |   |
|--|---|
| <input type="checkbox"/> Well spoken (education) | <input type="checkbox"/> Incoherent                   |
| <input type="checkbox"/> Foul                    | <input type="checkbox"/> Message read by threat maker |
| <input type="checkbox"/> Taped                   | <input type="checkbox"/> Irrational                   |

**REMARKS:**

\_\_\_\_\_  
\_\_\_\_\_

Your name: \_\_\_\_\_

Your position: \_\_\_\_\_

Your telephone number: \_\_\_\_\_

Date checklist completed: \_\_\_\_\_

**APPENDIX E:**  
**Universal Task List: Addressed Categories**

**Training**

Com.A 9 Develop and conduct training to improve all-hazard incident management capability  
Com.A 9.2 Develop standardized training courses  
Com.A 9.2.1 Develop standardized training courses on incident command and management, structure, coordination, processes and procedures  
Com.A 9.2.1.1 Facilitate the development and dissemination of national standards, guidelines and protocols, for incident management training and exercises  
Com.A 9.2.1.2 Review and approve discipline-specific requirements and courses  
Com.A 9.2.4 Develop training for non-responder personnel  
Com.A 9.3 Implement standardized training courses  
Com.A 9.3.1 Coordinate training of responders, emergency staffs, health care providers and trainees  
Com.A 9.5 Facilitate the definition of general training requirements and approved training courses for all NIMS users

***Sections: All***

***One through Fourteen***

**Prevent**

Pre.A.1 1 Plan and direct intelligence and surveillance activities  
Pre.A.1 1.1 Determine intelligence and surveillance issues  
Pre.A.1 1.2 Determine and prioritize intelligence and surveillance requirements  
Pre.A.2 4 Promote intelligence and surveillance development at State, local and tribal levels  
Pre.A.5 1 Develop processes and procedures for sharing security related information with State, local and tribal government, the private sector and the public, as appropriate  
Pre.B.1 1 Facilitate the development of processes to improved security at key points and access to critical infrastructure

***Sections:***

***3, Information Gathering and Sharing***  
***4, Terrorism Indicators and Trends***  
***5, WMD Standardized Awareness***  
***6, Anti-Surveillance Efforts***  
***7, Prevention and Physical Security – Vulnerability Assessments***  
***11, Fundamentals of Patrol – Access Control***  
***12, Fundamentals of Patrol - Communications***

**Protect**

Pro.B.1 1 Develop guidelines for physical protection of infrastructure  
Pro.B.1 1.1 Develop standardized guidelines for physical security programs  
Pro.B.1 1.1.1 Coordinate development of standard guidelines for physical security programs  
Pro.B.1 1.3 Develop partnerships for physical infrastructure protection and contingency planning  
Pro.B.2 2 Implement deterrence and defense protection measures  
Pro.B.2 2.1 Direct and conduct actions necessary to deny access or entry into designated regions, areas, installations, and critical infrastructure sites  
Pro.C.2 1 Develop public safety and security plans, programs and agreements  
Pro.C.2 1.1 Develop community outreach initiatives, strategies and tactics  
Pro.C.2 5 Implement public safety and security prevention activities  
Pro.C.2 5.1 Direct crime prevention activities

**APPENDIX E: (continued)**  
**Universal Task List: Addressed Categories**

- Pro.C.2 5.2 Maintain security awareness programs
- Pro.C.2 5.3 Direct public safety and security education programs
- Pro.C.2 5.4 Conduct public safety and security training and education programs
- Pro.C.3 **3** Develop and conduct training courses for citizen participation in incident management
- Pro.C.3 3.1 Plan, conduct and evaluate public education programs for prevention, preparedness, response and recovery
- Pro.C.3 4 Distribute public education materials identifying hazards and threats
- Pro.C.3 4.1 Address additional public education needs
- Pro.C.3 5 Train the public to be aware and report suspicious items and behavior

**Sections:**

- 3, Information Gathering and Sharing*
- 5, WMD Standardized Awareness*
- 7, Prevention and Physical Security – Vulnerability Assessments*
- 8, Security and Safety Emergency Planning*
- 12, Fundamentals of Patrol – Communication*

**Respond**

- Res.A.3 2 Coordinate incident site communications
- Res.A.3 2.1 Coordinate with the response organization and other responders to share information
- Res.A.3 2.1.1 Develop NIMS compliant incident site communications plan
- Res.A.3 **3 Communicate internal incident response information**
- Res.A.3 3.1 Utilize established common terminology
- Res.B.1 **2 Activate the Incident Command System**
- Res.B.1 2.1 Activate incident command system and/or unified command system
- Res.B.2 2.2.1 Develop and implement training related to detection and reporting of hazardous material
- Res.B.2 6.1.2 Conduct an initial reconnaissance of the area
- Res.B.3 3.1 Assist evacuation of special populations
- Res.B.3 4.2 Implement shelter-in-place procedures

**Sections:**

- 5, WMD Standardized Awareness*
- 8, Security and Emergency Planning*
- 9, IS-700 National Incident Management System (NIMS), An Introduction*
- 10, ICS-100: Introduction to ICS*
- 12, Fundamentals of Patrol – Communication*
- 14, Basic First Aid*
- 15, IS-800 National Response Plan (NRP) An Introduction*

**Appendix F: Emergency Responder Guidelines  
Awareness Level Categories Addressed**

**Section One: Course Introduction, N/A**

**Section Two: Information Gathering and Sharing, N/A**

**Section Three: Terrorism Indicator and Trends, N/A**

**Section Four: N/A**

**Section Five: Capabilities 1-6**

1. Recognize Hazardous Materials Incidents.
2. Know the protocols used to detect the potential presence of weapons of mass destruction (WMD) agents or materials.
3. Know and follow self-protection measures for WMD events and hazardous materials events.
4. Know procedures for protecting a potential crime scene.
5. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

**Section Six: N/A**

**Section Seven: N/A**

**Section Eight: Capabilities 1-6**

1. Recognize Hazardous Materials Incidents.
2. Know the protocols used to detect the potential presence of weapons of mass destruction (WMD) agents or materials.
3. Know and follow self-protection measures for WMD events and hazardous materials events.
4. Know procedures for protecting a potential crime scene.
5. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

**Section Nine: Capabilities 5-6**

5. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

**Section 10: Capabilities 5-6**

5. Know and follow agency/organization’s scene security and control procedures for WMD and hazardous materials events.
6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

**Section 11: N/A**

**Section 12: Capability 6**

6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

**Section 13: Capability 6**

6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

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**Section 14: Capability 6**

6. Possess and know how to properly use equipment to contact dispatcher or higher authorities to report information at the scene and to request additional assistance or emergency response personnel.

Appendix G  
 NIMS Training Matrix

The NIMS Integration Center  
[www.fema.gov/nims](http://www.fema.gov/nims)

Federal Emergency Management Agency  
 Department of Homeland Security  
 December 2005

# Fact Sheet

## NIMS TRAINING GUIDELINES FOR FY 2006: IS-700, IS-800, ICS-100—400

### PERSONNEL

### REQUIRED TRAINING

<p><b>Entry level first responders &amp; disaster workers</b>          Federal/State/Local/Tribal/Private Sector &amp; Non-governmental personnel to include:</p> <ul style="list-style-type: none"> <li>• Emergency Medical Service personnel</li> <li>• Firefighters</li> <li>• Hospital staff</li> <li>• Law Enforcement personnel</li> <li>• Public Health personnel</li> <li>• Public Works/Utility personnel</li> <li>• Skilled Support Personnel</li> <li>• Other emergency management response, support, volunteer personnel at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• FEMA IS-700: NIMS, An Introduction</li> <li>• ICS-100: Introduction to ICS or equivalent</li> </ul>
<p><b>First line supervisors</b>          Federal/State/Local/Tribal/Private Sector &amp; Non-governmental personnel to include:          Single resource leaders, field supervisors, and other emergency management/response personnel that require a higher level of ICS/NIMS Training.</p>	<ul style="list-style-type: none"> <li>• FEMA IS-700: NIMS, An Introduction</li> <li>• ICS-100: Introduction to ICS or equivalent</li> <li>• ICS-200: Basic ICS or equivalent</li> </ul>
<p><b>Middle management</b>          Federal/State/Local/Tribal/Private Sector &amp; Non-governmental personnel to include:          Strike team leaders, task force leaders, unit leaders, division/group supervisors, branch directors, and multi-agency coordination system/emergency operations center staff.</p>	<ul style="list-style-type: none"> <li>• FEMA IS-700: NIMS, An Introduction</li> <li>• FEMA IS-800: National Response Plan (NRP), An Introduction*</li> <li>• ICS-100: Introduction to ICS or equivalent</li> <li>• ICS-200: Basic ICS or equivalent</li> <li>• <b>ICS-300: Intermediate ICS or equivalent (FY07 Requirement)</b></li> </ul>
<p><b>Command and general staff</b>          Federal/State/Local/Tribal/Private Sector &amp; Non-governmental personnel to include:          Select department heads with multi-agency coordination system responsibilities, area commanders, emergency managers, and multi-agency coordination system/emergency operations center managers.</p>	<ul style="list-style-type: none"> <li>• FEMA IS-700: NIMS, An Introduction</li> <li>• FEMA IS-800: National Response Plan (NRP), An Introduction</li> <li>• ICS-100: Introduction to ICS or equivalent</li> <li>• ICS-200: Basic ICS or equivalent</li> <li>• <b>ICS-300: Intermediate ICS or equivalent (FY07 Requirement)</b></li> <li>• <b>ICS-400: Advanced ICS or equivalent (FY07 Requirement)</b></li> </ul>

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**Appendix H  
 Target Capabilities**

36 Target Capabilities as Listed in Target Capabilities List 1.0 (and Draft Goal)	36 Target Capabilities as Listed in Interim National Preparedness Goal
<ol style="list-style-type: none"> <li>1. <b>All Hazards</b> Planning</li> <li>2. Animal Health Emergency Support</li> <li>3. <b>Criminal</b> Investigation and Intervention</li> <li>4. Critical Infrastructure Protection and Risk Management</li> <li>5. Critical Resource Logistics and Distribution</li> <li>6. Economic and Community Recovery</li> <li>7. Emergency Evacuation</li> <li>8. Emergency Operations Center</li> <li>9. Emergency Public Education</li> <li>10. Emergency Public Information</li> <li>11. Emergency Response Communications</li> <li>12. Engineering</li> <li>13. Environmental Health and Vector Control</li> <li>14. Explosive Device Detection and Response Operations</li> <li>15. Fatality Management</li> <li>16. Firefighting Operations/Support</li> <li>17. Food and Agriculture Safety and Security</li> <li>18. Hazard and Vulnerability Analysis</li> <li>19. Hazardous Materials (HAZMAT)</li> <li>20. Information Collection and Threat Recognition</li> <li>21. Information Sharing and Collaboration</li> <li>22. Intelligence Fusion and Analysis</li> <li>23. Isolation and Quarantine</li> <li>24. Mass Care (Sheltering, Feeding, and Related Services)</li> <li>25. Mass Prophylaxis and Vaccination</li> <li>26. Medical Supplies Management and Distribution</li> <li>27. Medical Surge</li> <li>28. On-Site Incident Management</li> <li>29. Pre-Hospital Triage and Treatment</li> <li>30. Public Health Epidemiological Investigation and Laboratory Testing</li> <li>31. Public Safety and Security Response</li> <li>32. Restoration of Lifelines</li> <li>33. Urban Search and Rescue</li> <li>34. Volunteer Management and Donations</li> <li>35. Water Search and Rescue</li> <li>36. Worker Health and Safety</li> </ol>	<p><b>Planning</b>            (same)</p> <p><b>Terrorism</b> Investigation and Intervention</p> <p>Critical Infrastructure Protection            (same)</p> <p>(same)</p> <p>Citizen Protection: Evacuation and/or In-Place Protection</p> <p>Emergency Operations Center Management</p> <p>Emergency Public Information and Warning (?)</p> <p>Emergency Public Information and Warning</p> <p>Interoperable Communications (?)</p> <p>Structural Damage Assessment and Mitigation (?)</p> <p>(same)</p> <p>Explosive Device Response Operations            (same)</p> <p>(same)</p> <p>Food and Agriculture Safety and Defense</p> <p>Risk Analysis (?)</p> <p><b>WMD/Hazardous Materials</b> Response and Decontamination (?)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>Mass Prophylaxis            (same)</p> <p>(same)</p> <p>(same)</p> <p>(same – Triage and Pre-Hospital Treatment)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>Search and Rescue            (same)</p> <p>Search and Rescue            (same)</p> <p><b>NEW:</b>  <b>CRBNE Detection</b>            Citizen Preparedness and Participation</p>

Source: Target Capabilities List Version 1.0, Interim National Preparedness Goal