WEAPONS OF MASS DESTRUCTION
TACTICAL OPERATIONS

PROGRAM OF INSTRUCTION

This training program was developed by
Louisiana State University
National Center for Biomedical Research and Training
Academy of Counter-Terrorist Education

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Background

Success in deterring, preventing, preparing for, and responding to a terrorist attack in the United States, involving weapons of mass destruction (WMD), is based upon the establishment and maintenance of a robust all-hazards management infrastructure. Law enforcement tactical teams, which may be called upon to neutralize a threat prior to and/or after the release of a WMD, must be adequately trained, equipped, exercised, and funded to ensure their ability to safely and effectively respond to criminal acts involving WMD.

Worldwide terrorism since the September 11, 2001 attacks on the World Trade Center in New York, NY, the Pentagon in Arlington, VA, and the United Airlines Flight 93 that crashed in Somerset County Pennsylvania have been more lethal than the past. At the end of 2001 there were anthrax cases in Florida, Washington, D.C. and New York. 2002 saw the car bombing of a Bali, Indonesian resort, killing over 200 people, including seven Americans. The deadliest anti-U.S. attack in 2003 occurred in Riyadh, Saudi Arabia, on May 12th when suicide bombers in booby-trapped cars filled with explosives drove into two housing compounds, killing nine U.S. citizens. 2004 saw the increased use of suicide bombers in Iraq; on March 11th 10 bombs exploded on the Madrid, Spain commuter transit system, killing 191 and injuring 1,900 others; and, throughout 2004 there were a number of anti-U.S. attacks in Saudi Arabia carried out by al-Qa'ida. July 7, 2005 saw four suicide bombers -- all British citizens -- detonate themselves on three London subway trains and one bus, killing 56 persons and injuring more than 700. Because of these types of terrorist incidents, the United States Congress has recognized the need for federal programs to assist state and local jurisdictions with preparations against the threat of WMD terrorism.

The war on terrorism has also raised the potential for similar acts of terror at virtually every location in the United States. The global proliferation of weapons technology, including chemical, biological, radiological, nuclear, and explosive (CBRNE) weapons, has increased the possibility that terrorists may use such materials when striking U.S. targets in the future. As these threats have increased and evolved, the U.S. Government has expanded its support for initiatives to prepare federal, state and local emergency services personnel to respond appropriately and safely to terrorist incidents involving CBRNE weapons and devices.

The U.S. Department of Homeland Security (DHS) and the Office of Grants and Training are supporting several major initiatives to improve the capability of emergency services agencies to respond to WMD incidents. This WMD Tactical Operations course, developed by Louisiana State University and Agricultural and Mechanical College (LSU), is one of those major initiatives.

Course Goal

The goal of this course is to provide law enforcement tactical team personnel with the knowledge, skills and abilities to safely and effectively perform tactical mission responsibilities in a CBRNE environment.
Instructional Goals

Cognitive Goal
• To provide participants with the necessary knowledge to effectively implement tactical missions in WMD and hazardous materials environments.

Affective Goal
• To provide participants with an appreciation for the complexity involved in conducting tactical operations in WMD and hazardous materials environments.

Psychomotor Skill Goal
• To provide law enforcement tactical team personnel the opportunity to demonstrate knowledge, skills and abilities associated with conducting tactical operations in simulated WMD and hazardous materials environments.

Target Audience

Basic Characteristics
This course is designed to provide state and local law enforcement tactical team personnel with the knowledge, skills, and abilities to conduct tactical operations in WMD and hazardous materials environments.

Target Audience Needs
With the current world situation and the knowledge that terrorist cells have been active in the United States, the possibility of a state or local law enforcement tactical team having to prevent, prepare against, respond to and recover from the effects of a WMD or hazardous materials incident is real. Therefore, tactical teams need the knowledge, skills, and abilities to effectively respond to a terrorist incident involving CBRNE devices and other hazardous materials. Acquiring the knowledge, skills and abilities does not necessarily ensure effective response; proper implementation is necessary to ensure effective response. Not only will this course provide participants with the necessary knowledge, skills, and abilities for an effective response, it will also provide participants the opportunity to implement these attributes as members of integrated tactical teams during simulated WMD events.

During this course, participants will be provided the means to develop competency in the following areas:
• Describing past and current trends in WMD terrorism
• Recognizing and identifying WMD related equipment and materials
• Monitoring and detecting WMD materials
• Selecting and using personal protective equipment (PPE) appropriate with the WMD or hazardous material environment
• Conducting decontamination operations
• Applying appropriate CBRNE considerations during tactical operations
• Conducting Close Quarter Battle (CQB) in a CBRNE environment
Prerequisites

General Prerequisites
All course participants will be sworn members of a federal, state or local law enforcement agency who are currently assigned to and functioning as members of a fully operational law enforcement tactical team.

Prerequisite Knowledge, Skills and Abilities
In order to attend the WMD Tactical Operations course, participants must complete a participant application form (provided to the hosting agency by LSU). This application requires verification of the following:

- Completion of an awareness level WMD course.
- Completion of a training program in basic tactical operations.
- Certification by the employing agency of the completion of a medical questionnaire verifying the participant is physically fit to attend this training program and to work in PPE, including wearing a negative and/or positive pressure respirator while conducting tactical operations.
- Certification the participant has undergone a mask fit test for the mask that they will utilize during this course.

Employing agencies must verify that each participant has met all prerequisites for course attendance as outlined on the participant application form. Additionally, because of the sensitive nature of the materials presented during this course, participants are required to present course instructors with agency photographic identification and credentials during the introductory session of the course.

Scope of Course

This course is designed to address technical aspects associated with a tactical law enforcement response to a CBRNE device or hazardous materials incident. As such, it provides both detailed technical information and hands-on application of actions required for the safe and effective conduct of tactical operations in CBRNE environments. The course consists of 13 modules taught through a combination of classroom sessions and comprehensive practical exercises. Each module is summarized below.

Module 1 – Introduction and Administration
In this module the participants will receive an overview of the Weapons of Mass Destruction Tactical Operations course. Activities for the five days are covered and all administrative requirements are completed. Additionally, participants will be administered a pre-test to assess their current knowledge of CBRNE incident response issues.

Module 2 – Biological Considerations
During the classroom portion of this module, participants will be provided with an overview of the biological threat and the operation and limitations of various biological detection devices. Following the classroom discussions, the participants will
demonstrate their ability to use biological detection equipment to sample, analyze, and identify a simulated biological agent.

Module 3 – Personal Protective Equipment
During this module participants receive information regarding the selection and safe use of personal protective equipment (PPE) as required by Occupational Health and Safety Administration (OSHA) under 29 CFR 1910 and Environmental Protection Agency (EPA) in accordance with 40 CFR. Discussions will include: (1) how the respiratory requirements affect the tactical operator; (2) the levels, limitations, and care and maintenance of PPE; and (3) voice amplification devices and alternate means of communications. Following the classroom presentation, participants will be issued a Level C PPE ensemble (Saratoga™) and receive instruction on and conduct proper donning and doffing procedures. After donning, but prior to doffing the Level C ensemble, participants will conduct practical exercises in simulated WMD scenario(s). Finally, the participants will receive a review of heat illnesses (classification, signs and symptoms, prevention, recognition, emergency treatment).

Module 4 – Overview of WMD Incidents
During this module participants will receive an overview of past, current, and future trends in terrorism and WMD incidents, as well as the challenges associated with law enforcement tactical teams conducting operations in a CBRNE environment.

Module 5 – Clandestine Laboratories
During this module participants will receive an overview of the equipment and materials commonly associated with clandestine laboratories used to produce CBRNE devices and illegal drugs.

Module 6 – Chemical Considerations
During the classroom portion of this module, participants will be provided with an overview of the chemical threat and the operation and limitations of various chemical detection devices. Following the classroom discussions, the participants will demonstrate their ability to use chemical detection equipment to sample, analyze, and identify a simulated chemical agent.

Module 7 – Decontamination
During this module, participants will learn the decontamination techniques and operations required by 29 CFR 1910. Various decontamination procedures (based upon WMD agents) will be addressed, with the emphasis on operator safety. Following the classroom instruction, participants will observe a decontamination demonstration conducted by the local agency responsible for supporting the tactical team.

Module 8 – Radiological Considerations
During the classroom portion of this module, participants will be provided with an overview of the radiological threat and the operation and limitations of various radiological detection devices. Following the classroom discussions, the participants will demonstrate their ability to use radiological detection equipment to locate and identify simulated radiological isotopes.
Module 9 – Improvised Explosive Device Considerations
In this module, participants will be introduced to the characteristics and hazards associated with improvised explosive devices (IED), as well as examples of pre-incident indicators. Additionally, use of force considerations and concepts for responding to situations involving an IED will be addressed.

Module 10 – Close Quarter Battle
During this module, participants will receive an overview of Close Quarter Battle (CQB) tactics and techniques for responding to a CBRNE incident. After the classroom presentation, participants will conduct CQB operations during a series of practical exercises. The practical exercises will address room clearing entry points, and tactical communications while wearing a Level C protective ensemble. Throughout the practical exercises, instructors will interact with participants to emphasize and otherwise reinforce tactical principles essential for a safe and effective response.

Module 11 – Operational Considerations
Instructors will compare the participant’s performance during the Close Quarter Battle practical exercise conducted in Module 10 with the basic concepts involved in planning for and conducting operations in a CBRNE environment, to include: tactical orders, integration of OSHA requirements, and predictive modeling for hazards. Additionally, participants will be provided with an overview of the considerations and procedures for safely and effectively terminating CBRNE tactical operations, to include: conducting turn over of site/materials to competent authorities; briefing the receiving, recovery, or other law enforcement agency; and implementing the Critical Incident Stress Management (CISM) process.

Module 12 – Practical Exercise Stations
At a series of practical exercise stations, participants will be evaluated on their ability to operate selected CBRNE detection devices, and execute Close Quarter Battle (CQB) in a CBRNE environment. Throughout the practical exercises, instructors will interact with participants to emphasize and otherwise reinforce detection equipment use and limitations, as well as the tactical principles essential for a safe and effective response.

Module 13 – Comprehensive Examination
This module will consist of the following activities: instructors will summarize the cognitive components of the course emphasizing safety, tactical, and operational considerations for CBRNE and hazardous materials incidents; participants will be administered a written post-test; participants will be given a simulated CBRNE scenario and required to plan for and conduct a tactical practical exercise; instructors will critique the overall performance of the participants during the tactical practical exercise; and participants will complete a post-course evaluation form. The evaluation form will allow the participants’ to document their perceived value of the materials supporting the course terminal and the enabling objectives, effectiveness of the instruction, and the relevance of the instruction to each participant’s assessment of their “real world” requirements and concerns.
Time Allocation

This course is designed for presentation over five consecutive days. Start and ending times for instruction on each day of training may be adjusted to accommodate local requirements at the classroom facilities and identified practical exercise locations. Participating organizations should be aware that an additional day(s) may be required for completion of the course in the event of inclement weather or other circumstances requiring cancellation of scheduled activities.

Instruction time is 40 hours over the five-day period. The participants will be present for 10 hours each day: 30 minutes for medical personnel to take baseline vitals, 4 hours of instruction, 1 hour for meals and any required travel, 4 hours of instruction, and 30 minutes for medical personnel to take post practical exercise vitals. For days one, three, four, and five, scheduling of meals and travel time will be determined by the location or type of facilities provided by the Host Agency and the participant’s response to the exercise scenarios. Time allocations for classroom and practical exercises (PE) for each module are shown below:

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Introduction and Administration</td>
<td>1.0 0</td>
</tr>
<tr>
<td>Module 2</td>
<td>Biological Considerations</td>
<td>1.5 1.5</td>
</tr>
<tr>
<td>Module 3</td>
<td>Personal Protective Equipment</td>
<td>1.5 2.5</td>
</tr>
<tr>
<td>Module 4</td>
<td>Overview of WMD Incidents</td>
<td>1.0 0</td>
</tr>
<tr>
<td>Module 5</td>
<td>Clandestine Laboratories</td>
<td>1.0 0</td>
</tr>
<tr>
<td>Module 6</td>
<td>Chemical Considerations</td>
<td>2.0 2.0</td>
</tr>
<tr>
<td>Module 7</td>
<td>Decontamination</td>
<td>1.0 1.0</td>
</tr>
<tr>
<td>Module 8</td>
<td>Radiological Considerations</td>
<td>1.0 1.0</td>
</tr>
<tr>
<td>Module 9</td>
<td>Improvised Explosive Device Considerations</td>
<td>1.5 0</td>
</tr>
<tr>
<td>Module 10</td>
<td>Close Quarter Battle</td>
<td>0.75 3.75</td>
</tr>
<tr>
<td>Module 11</td>
<td>Operational Considerations</td>
<td>2.0 0</td>
</tr>
<tr>
<td>Module 12</td>
<td>Practical Exercise Stations</td>
<td>0.0 6.0</td>
</tr>
<tr>
<td>Module 13</td>
<td>Comprehensive Examination</td>
<td>1.5 6.5</td>
</tr>
</tbody>
</table>

Sub-Total: 15.75 24.25

Testing and Evaluation Strategy

Mastery of Cognitive and Psychomotor Skill Goals and Objectives
Participants will be administered two tests. The pre-test is administered during Module 1 and the post-test is administered during Module 13. The tests are designed to assess the increase in participant’s knowledge, skills and abilities as a result of this instructional and practical exercise training course. Successful performance on the post-test, accompanied by successful completion of periodic limited scope performance tests and practical exercises will result in the issuance of a “Certificate of Training” recognizing the capability of the participant to conduct safe and effective tactical operations in WMD environments. Should a participant fail to achieve a score of 70% on the post-test, instructors may remediate and retest (based on their assessment of the participant’s efforts during the course).
Achievement of Affective Goals
Participants’ achievement of affective goals will be evaluated by instructors through observation of individual participation in classroom and participant skills demonstrated during practical exercise activities, as well as through comments made by participants concerning the complexity of responding to WMD incidents. Active participation and expressed understanding for and appreciation of the complexity in responding to WMD incidents will be accepted as reflecting achievement of affective goals.

Participant Feedback
Participants are required to complete a course evaluation that focuses on the following:
- Self-assessment of the participant’s knowledge of course objectives at the beginning of training
- Self-assessment of the participant’s knowledge of course objectives at the conclusion of training
- Value of materials in supporting the course goal and module objectives
- Effectiveness of instruction (instructors presented content in an understandable manner, used relevant examples, encouraged participation, and answered questions in a clear and concise manner)
- Relevance of instruction to each participant’s assessment of “real world” requirements and concerns

Resource Requirements
The following are the facility and equipment requirements for this course.

LSU Provided Equipment and Resources
The following is a listing of equipment and resources that LSU will provide for the course.
- Course Instructional audio/visual equipment (i.e., laptop computer loaded with course materials; wireless mouse; and computer projector)
- 30 Participant Registration and Feedback Forms
- 30 Tent Name Card
- 4 Participant Attendance Forms (one per 10 participants)
- 2 Certificate Mailing Forms
- 30 Black Ink Pens
- 30 #2 Pencil (one per participant)
- 15 Black Permanent Markers
- 30 Pre-tests
- 6 Pre-test Answer Keys
- 3 Whiteout devices
- 30 Weapons of Mass Destruction Tactical Operations course - Participant Manuals
- 30 LSU WMD Response Guidebook
- 30 Emergency Response Guidebook
- 30 National Institute of Occupational Safety and Health (NIOSH) Pocket Guide to Chemical Hazards
- 30 National Domestic Preparedness Office On-Scene Commander’s Guide
• 30 Emergency Response to Terrorism Job Aid, Edition 2.0
• 30 DOT Chart 12
• 35 AirMunition™ Primary Training Weapon Systems (30 right-handed configuration, five left-handed configuration)
• 35 AirMunition™ Secondary Training Weapon Systems (30 right-handed configuration, five left-handed configuration)
• 1500 AirMunition™ Training Rounds (simulated ammunition)
• 7 Instructor Flashlights
• 15 Luminous Safety Vests (for instructor, participant, observer and facility personnel)
• 15 Sets of Eye Protection (for instructor, participant, observer and facility personnel)
• 1 Bundle Survey Flags
• 6 Sets of Safety Equipment for Role Players (i.e., facial protection, neck protectors, protective gloves and overcoat)
• 30 Cool Vests with 120 inserts
• 1 large ice chest (40 gal)
• 60 pairs Saratoga™ suits, assorted sizes (mainly sizes large and large long)
• 300 pairs of Disposable Inner Gloves, assorted sizes
• 72 pairs of Reusable Outer Gloves, assorted sizes
• 8 Portable Radios
• 7 pairs of Safety Scissors
• 3 APD2000™ Systems
• 3 MultiRAE Systems
• 3 Radian scaler/meters, Ludlum 2241-3rk
• 3 Presumptive biological test sets
• 1 Roll of Duct Tape
• 1 Roll Crime Scene Tape
• 2 Rolls Orange Gaffers Tape
• Demonstration ensembles of Level A, Level B, and Level C PPE
• 2 Voice Amplification Units
• 8 Situational Paper Targets Threat/Non-threat with Cardboard Backers
• 1 Can Duro Spray Glue
• 1 Simulated Biological Dispersion Device
• 1 Simulated Chemical Dispersion Device
• 1 Simulated Radiological Dispersion Device
• Simulated Powder Agent
• Biological Agent Simulants
• Multigas Personal Gas Monitor
• 2 Chemical Warfare Agent Simulant Training Kits
• Chemical Agent Simulants
• 3 Proengin AP2C™ Chemical Detectors/Monitors
• 30 C8 Chemical Detector Paper
• 15 CM9 Chemical Detector Paper
• M256A1 Detection Kit
• Radiological Educational Sources
• Inert Explosive Materials and Devices
• Simulated laboratory equipment
Host Agency/Participant Requirements

It is expected that a senior level law enforcement member will serve as the primary Point of Contact (POC) for coordination with the LSU designated POC for the course and support attendance of 30 qualified participants. The Host Agency requirements are presented below in three categories: classroom requirements; training support personnel, facilities, and equipment; and participant equipment. An additional breakout of the Host Agency requirements in a day-by-day schedule is provided in a separate LSU POC Checklist. Host Agency personnel should be aware that photographs will be taken during the course for future training purposes.

Classroom Requirements

- 50 Person Environmentally Controlled (HVAC) Classroom (for exclusive use of the course 24 hours a day for all five days of the course) with a minimum of three additional breakout rooms in close proximity for days 1, 2, and 3. Instructors require access to the classroom on the Friday before the course start date, and daily during the course from 6:30am to 6:00pm.
- Tables and chairs to accommodate 50 people (30 participants and instructional support personnel) with room for course manuals and note taking
- Three 5-foot long folding tables for practical exercises during Module 6
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Adequate security to prevent having to reset the classroom each day
- Staging areas for the participants and instructors located at the training facilities to include parking for vehicles and restroom facilities.
- Telephone or radio communications for emergency use

Training Support Personnel, Facilities, and Equipment

- Six role players (on days 3, 4, and 5) associated with the hosting or participant agencies that are familiar with (or that can be trained on) the functioning and safe handling of AirMunition™ training weapon systems. Role players should be individuals that will not compromise the tactical operations techniques utilized during the practical exercise. Role players will meet with the instructional team at 12:30pm on the 3rd, 4th, and 5th days to discuss their roles and responsibilities.
- Provide a secure storage area for approximately 50 containers of training materials and equipment shipped from LSU (minimum of 10 cubic feet of space cleared for storage of Class 1 and 7 materials – AirMunition™ condition blue training weapons systems and simulated ammunition). Provide personnel to receive the training materials and equipment from local UPS at the secure storage site. Make the containers available to the lead instructor three days prior to the course start and throughout the five days of the course.
- Medical screening and support (paramedic on site) personnel must be available for 1 hour prior to training each day and during the practical exercises in Module 3, 10, 12, and 13 to perform baseline assessments (i.e., blood pressure, pulse, and respiration rate) of participants. Emergency medical technicians may be used for
the conduct of the medical screening, but a paramedic is required to be on site for the entirety of Modules 3, 10, 12, and 13.

- Decontamination set-up and support (for decontamination of simulated contaminant) by the agency that would normally provide such services to the local emergency response personnel is required for Module 7 and module 13. If such a working relationship has not been established or is otherwise unavailable to support the training, the host agency will provide the following for Modules 7 and 13:
  - Four 8'x8' plastic ground sheets or tarps
  - Four 50-gallon plastic drums (or similar containers) for equipment
  - Two plastic handheld sprayers
  - Two 100’ garden hoses with a garden wand and a source of water
  - Two containment basins or pools for collection of simulated contaminate runoff
  - Five plastic grates to be placed inside and outside the containment basins in the decontamination line
  - Two stools or benches for personnel to sit or steady themselves during removal of personal protective equipment
  - Four five-gallon buckets
  - Four soft bristle brushes
  - Two rolls of barrier tape
  - Twelve large traffic cones
  - Soap, water, towels, and modesty clothing
  - 40-gallon ice chest with ice

- Telephone or radio communication for emergency use at exercise facilities during Modules 3, 10, 12, and 13.

- Five folding tables, 5-feet long for practical exercises during Modules 2, 6, and 8.

- If the host or participating agencies are currently employing chemical/biological/radiological monitoring and detection equipment in their response capability, then it is encouraged they bring two sets of such equipment, if available, for Modules 2, 6, 8, 9, 12, and 13. Otherwise, LSU will provide detection and monitoring equipment.

- A tactical exercise site on the afternoon of the first day, such as a large parking lot, driving range, or firearms range located less than 30 minute drive from the classroom, where participants can perform the following: (1) don PPE, (2) conduct a tactical practical exercise, and (3) doff PPE.

- Facility for conducting building clearing operations located less than 30 minute drive from the classroom. No live fire will be conducted. Facility should include a minimum of four rooms, at least two entry points, and be located away from the classroom facility. If possible, two different such sites, one for use on days 3 and 4, and a different facility for day 5. The CQB sites for Module 10 on day 3 must simultaneously support the activities of three tactical teams at three separate locations in close proximity.

- An outside “rehearsal area” consisting of open ground and/or buildings (adjacent or in close proximity to each exercise site) for conducting pre-assault rehearsals.

- Staging areas for the participants and instructors located at each facility to include parking for vehicles.

- Twenty pounds of ice must be available each day for the purpose of freezing the inserts for the cool vests in warm climates.
Hydration stations should be set up at each facility (e.g., three 5-gallon jugs with ice water or sport drink and drinking cups).

**Participant Equipment Requirements**

All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. **No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.**
MODULE 1: COURSE INTRODUCTION AND ADMINISTRATION

Overview: In this module the participants will receive an overview of the Weapons of Mass Destruction Tactical Operations course. Activities for the five days are covered and all administrative requirements are completed. Additionally, participants will be administered a pre-test to assess their current knowledge of CBRNE incident response issues.

Time Allocation: 1.0 Hours (1.0 Hours Classroom, No Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion.

Terminal Learning Objective: At the conclusion of this module, participants will recognize the course goal, enabling objectives, course schedule, and performance requirements.

Enabling Objectives: At the conclusion of this module, participants will be able to:
1.1 Summarize the course goal and major module objectives.
1.2 Describe the course schedule and administrative requirements.
1.3 Describe how participant performance will be evaluated and how that performance will determine participant outcomes.

Instructor-to-Participant Ratio: 1:10

Practical Exercise Statement: None

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
• Observing participant behavior in the classroom.
• Administering a pre-test to assess participant knowledge of course materials.

Reference Listing: None

DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:
Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.
Instructional Resources Required:

LSU Provided:
- Slides 1-1 through 1-20
- Course Instructional audio/visual equipment (i.e., laptop computer loaded with course materials; wireless mouse; and computer projector)
- 30 Participant Registration and Feedback Forms (one per participant)
- 30 Tent Name Cards (one per participant)
- 4 Participant Attendance Forms (one per 10 participants)
- 2 Certificate Mailing Forms
- 30 Black Ink Pens (one per participant)
- 30 #2 Pencil (one per participant)
- 30 Black Permanent Markers
- 30 Pre-tests (one per participant)
- 6 Pre-test Answer Key (one per instructor)
- 3 Whiteout devices
- 30 Weapons of Mass Destruction Tactical Operations course - Participant Manual (one per participant)
- LSU WMD Response Guidebook (one per participant)
- Emergency Response Guidebook (one per participant)
- National Institute of Occupational Safety and Health (NIOSH) Pocket Guide to Chemical Hazards (one per participant)
- National Domestic Preparedness Office On-Scene Commander’s Guide (one per participant)
- Emergency Response to Terrorism Job Aid, Edition 2.0 (one per participant)
- DOT Chart 12 (one per participant)

Host Provided:
- 50 Person Environmentally Controlled (HVAC) Classroom with a minimum of three additional breakout rooms in close proximity
- Tables and chairs to accommodate 50 people (30 participants plus instructional support personnel) with room for course manuals and note taking
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Eight power outlets for audio/visual components and practical exercise equipment used by the cadre and participants during the course
- Medical screening and support (paramedic on site) personnel must be available for 1 hour prior to training each day and during the practical exercises in Module 3, 10, 12, and 13 to perform baseline assessments (i.e., blood pressure, pulse, and respiration rate) of participants. Emergency medical technicians may be used for the conduct of the medical screening, but a paramedic is required to be on site for the entirety of Modules 3, 10, 12, and 13.
- Staging areas for the participants and instructors located at each facility to include restrooms and parking for vehicles
Participant Equipment Requirements:
All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.
MODULE 2: BIOLOGICAL CONSIDERATIONS

Overview: During the classroom portion of this module, participants will be provided with an overview of the biological threat, and the operation and limitations of various biological detection devices. Following the classroom discussions, the participants will demonstrate their ability to use biological detection equipment to sample, analyze, and identify a simulated biological agent.

Time Allocation: 3.0 Hours (1.5 Hours Classroom, 1.5 Hours Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion followed by an instructor-led practical exercise.

Terminal Learning Objective: At the conclusion of this module, participants will be able to describe characteristics of biological WMD agents, describe techniques for identifying biological agents, and demonstrate the ability to sample, analyze, and identify a simulated biological agent.

Enabling Objectives: At the conclusion of this module, participants will be able to:
2.1 Define biological agents and discuss the intent, threat, and history of their use.
2.2 Recognize dissemination methods and signs of a biological attack.
2.3 Discuss the terrorist use of a biological agent and describe environmental factors associated with its potential effect.
2.4 Describe the physical properties, toxicity, and mechanism of action and clinical effects of biological agents.
2.5 Discuss the capabilities and limitations of a biological detection device.
2.6 List the steps in effectively obtaining and analyzing public safety samples of a suspected biological agent.
2.7 Given a simulated biological agent and biological detection equipment, demonstrate the ability to sample, analyze, and identify a simulated biological agent.

Instructor-to-Participant Ratio: 1:10

Practical Exercise Statement: Following the classroom discussions, the participants will be provided with a simulated biological agent and be required to use biological detection equipment to sample, analyze, and identify a simulated biological agent.

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
• Observing participant behavior and skills in the classroom and during practical exercises.
• Administering a post-test.

Reference Listing:
• LSU WMD Response Guidebook
• Emergency Response Guidebook
• National Domestic Preparedness Office On-Scene Commander’s Guide
• Emergency Response to Terrorism Job Aid, Edition 2.0
DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:

Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.

Res.B.1-4.2.1 Support identification and determination of potential hazards and threats, including mapping, modeling, and forecasting.

Res.B.1-12.3.3 Identify force protection requirements.

Res.B.1-16 Provide for worker health and safety.

Res.B.2-1 Develop plans, procedures, and equipment guidelines to support response operations.

Res.B.2-5.4.1 Provide required personal protective equipment (PPE).

Instructional Resources Required:

LSU Provided:
- Slides 2-1 through 2-105
- Course Instructional audio/visual equipment
- 3 Biological Detection Devices
- 1 Biological Agent Simulant
- LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)

Host Provided:
- 50 Person Environmentally Controlled (HVAC) Classroom with a minimum of three additional breakout rooms in close proximity.
- Tables and chairs to accommodate 50 people (30 participants and instructional support personnel) with room for course manuals and note taking
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Eight power outlets
- Staging areas for the participants and instructors located at each facility to include parking for vehicles and male/female or unisex restroom facilities
- Telephone or radio communications for emergency use
Participant Equipment Requirements:
All participants are required to wear the agency issued uniform and assault boots to
class each day of the course. Additionally, each participant will bring their air purifying
respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet,
goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical
exercises on each day of the course will require the use of all or some of this
equipment. Officer issued weapons, both primary and secondary, are not required for
this course. Each officer is responsible for properly securing their weapons during the
training course. **No personal or agency weapon (including impact and less lethal
weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on
the officer or in the training area (including classroom) at any time during this
course.**
MODULE 3: PERSONAL PROTECTIVE EQUIPMENT

Overview: During this module participants receive information regarding the selection and safe use of personal protective equipment (PPE) as required by Occupational Health and Safety Administration (OSHA) under 29 CFR 1910 and Environmental Protection Agency (EPA) in accordance with 40 CFR. Discussions will include: (1) how the respiratory requirements affect the tactical operator; (2) the levels, limitations, and care and maintenance of PPE; and (3) voice amplification devices and alternate means of communications. Following the classroom presentation, participants will be issued a Level C PPE ensemble (Saratoga™) and receive instruction on and conduct proper donning and doffing procedures. After donning, but prior to doffing the Level C ensemble, participants will conduct practical exercises in simulated WMD scenario(s). Finally, the participants will receive a review of heat illnesses (classification, signs and symptoms, prevention, recognition, emergency treatment).

Time Allocation: 4.0 Hours (1.5 Hours Classroom, 2.5 Hours Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion followed by an instructor-led practical exercise.

Terminal Learning Objective: At the conclusion of this module, participants will be able to properly select and use PPE in a hazardous materials or WMD environment and to have knowledge of heat related illnesses associated with the wearing of PPE.

Enabling Objectives: At the conclusion of this module, participants will be able to:
3.1 Discuss PPE selection, components, use, and limitations.
3.2 Describe the four levels of PPE and incident related circumstances associated with appropriate selection of each.
3.3 Discuss federally mandated respiratory protection requirements.
3.4 Differentiate the two types of respirators discussed in this course, and describe the limitations, restrictions, and testing requirements associated with each type of respirator.
3.5 Summarize OSHA/EPA recommended PPE inspection and maintenance procedures.
3.6 Discuss communication limitations, restrictions, equipment, and alternative methods of communication while wearing PPE.
3.7 Identify and demonstrate the proper sequence for donning Level C PPE.
3.8 Given a WMD tactical scenario, identify and apply the appropriate use of force while wearing Level C PPE.
3.9 Demonstrate the proper sequence for doffing Level C PPE.
3.10 Identify the five levels of heat illnesses.
3.11 Recognize heat cramps, heat exhaustion, and heat stroke and outline treatment protocols for each.
3.12 Discuss the physiological basis of core temperature, cooling mechanisms, and heat stress.
3.13 Describe the use of an operational work/rest table.
3.14 Discuss the importance of pre- and post-medical monitoring protocols and how they relate to the tactical operator.
Instructor-to-Participant Ratio: 1:6

Practical Exercise Statement: Following the classroom presentation, participants will be issued a Level C PPE ensemble (Saratoga™) receive instruction on and conduct proper donning and doffing procedures. After donning, but prior to doffing the Level C ensemble, participants will conduct practical exercises in simulated WMD scenario(s). Scenarios (room clearing) are designed to provide the participant immediate feedback on the difficulty of communicating, identifying threat elements, and effectively applying an appropriate use of force in response to the identified threat. Participants will be required to conduct the practical field exercises while wearing a Level C protective ensemble. Throughout the practical exercises, instructors will interact with participants to emphasize and otherwise reinforce tactical principles essential for a safe and effective response.

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
- Observing participant behavior in the classroom and participant skills during practical exercises.
- Administering a post-test.

Reference Listing:
- LSU WMD Response Guidebook
- Emergency Response Guidebook
- National Institute of Occupational Safety and Health (NIOSH) Pocket Guide to Chemical Hazards
- National Domestic Preparedness Office On-Scene Commander’s Guide
- Emergency Response to Terrorism Job Aid, Edition 2.0

DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:
- Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.
- Res.A.2-1 Establish procedures for the immediate incident scene.
- Res.A.3-4 Communicate internal incident response information.
- Res.B.1-4.2.1 Support identification and determination of potential hazards and threats, including mapping, modeling, and forecasting.
- Res.B.1-12.3.3 Identify force protection requirements.
- Res.B.2-1 Develop plans, procedures, and equipment guidelines to support response operations.
Res.B.2-5.4.1 Provide required personal protective equipment (PPE).

**Instructional Resources Required:**

**LSU Provided:**
- Slides 3-1 through 3-53
- Course Instructional audio/visual equipment
- LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)
- AirMunition™ Primary Training Weapon Systems (one per participant)
- AirMunition™ Secondary Training Weapon Systems (one per participant)
- 1500 AirMunition™ Training Rounds (simulated ammunition)
- 7 Instructor Flashlights
- 15 Luminous Safety Vests (for instructor, participant, observer and facility personnel)
- 15 Sets of Eye Protection (for instructor, participant, observer and facility personnel)
- 30 Cool Vests with 120 inserts
- 1 large ice chest (40 gal)
- 60 pairs Saratoga™ suits, assorted sizes
- 300 pairs of Disposable Inner Gloves, assorted sizes
- 72 pairs of Reusable Outer Gloves, assorted sizes
- 8 Instructor Radios
- 7 pairs of Safety Scissors
- 1 Roll Crime Scene Tape
- Demonstration ensembles of Level A, Level B, and Level C PPE
- 2 Voice Amplification Units
- 8 Situational Paper Targets Threat/Non-threat with Cardboard Backers
- 1 Can Duro Spray Glue

**Host Provided:**
- 50 Person Environmentally Controlled (HVAC) Classroom with a minimum of three additional breakout rooms in close proximity
- Tables and chairs to accommodate 50 people (30 participants and instructional support personnel) with room for course manuals and note taking
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Staging areas for the participants and instructors located at each facility to include parking for vehicles and male/female or unisex restroom facilities
- Telephone or radio communications for emergency use
- A paramedic is required to be on site for the entirety of this module. Medical support personnel must be available during the practical exercise to perform baseline assessment screening (i.e., blood pressure, pulse, and respiration rate) of participants. Medical first responders may be used for the conduct of the screening.
- A “tactical movement” exercise site, such as a large parking lot, driving range, or firearms range located less than 30 minute drive from the classroom, where participants can conduct: (1) a tactical movement practical exercise, and (2) pre- and post-assault procedures and activities (including donning and doffing of PPE).
• Twenty pounds of ice must be available each day for the purpose of freezing the inserts for the cool vests in warm climates.
• Hydration stations should be set up at each facility with three 5-gallon jugs of ice water or sport drink.

Participant Equipment Requirements:
All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. **No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.**
MODULE 4: OVERVIEW OF WMD INCIDENTS

Overview: During this module participants will receive an overview of past, current, and future trends in terrorism and WMD incidents, as well as the challenges associated with a law enforcement tactical team conducting operations in a CBRNE environment.

Time Allocation: 1.0 Hour (1.0 Hour Classroom, No Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion.

Terminal Learning Objectives: At the conclusion of this module, participants will be able to relate past WMD incidents, response and future WMD threats to the United States.

Enabling Objectives: At the conclusion of this module, participants will be able to:
4.1 Define and differentiate terrorism and WMD.
4.2 Recall the historical use of WMD and current trends in their use.
4.3 Describe unique planning and tactical considerations involved in a WMD environment.
4.4 Recognize new and evolving technology and methods of potential future terrorist acts.

Instructor-to-Participant Ratio: 1:10

Practical Exercise Statement: None

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
• Observing participant behavior and participant skills during practical exercises.
• Administering a post-test.

Reference Listing:
• LSU WMD Response Guidebook
• Emergency Response Guidebook
• National Institute of Occupational Safety and Health (NIOSH) Pocket Guide to Chemical Hazards
• National Domestic Preparedness Office On-Scene Commander’s Guide
• Emergency Response to Terrorism Job Aid, Edition 2.0

DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:
Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.

**Instructional Resources:**

**LSU Provided:**
- Slides 4-1 through 4-33
- Course Instructional audio/visual equipment
- LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)

**Host Provided:**
- 50 Person Environmentally Controlled (HVAC) Classroom with a minimum of three additional breakout rooms in close proximity.
- Tables and chairs to accommodate 50 people (30 participants and instructional support personnel) with room for course manuals and note taking
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Staging areas for the participants and instructors located at each facility to include parking for vehicles and male/female or unisex restroom facilities
- Telephone or radio communications for emergency use
- Medical screening and support personnel must be available for 1 hour prior to training to perform baseline assessment screening (i.e., blood pressure, pulse, and respiration rate) of participants. Medical first responders may be used for the conduct of the screening.

**Participant Equipment Requirements**

All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. **No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.**
MODULE 5: CLANDESTINE LABORATORIES

Overview: During this module participants will receive an overview of the equipment and materials commonly associated with clandestine laboratories used to produce CBRNE devices and illegal drugs.

Time Allocation: 1 Hour (1.0 Hours Classroom, No Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion.

Terminal Learning Instruction: At the conclusion of this module, participants will be able to compare and contrast the characteristics of equipment and materials used to produce CBRNE devices and illegal drugs.

Enabling Objectives: At the conclusion of this module, participants will be able to:
5.1 Identify equipment and materials commonly used to produce various CBRNE devices.
5.2 Relate commonalities and differences between clandestine CBRNE and drug laboratories.

Instructor-to-Participant Ratio: 1:10

Practical Exercise Statement: None

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
• Observing participant behavior during this module.
• Administering a post-test.

Reference Listing:
• LSU WMD Response Guidebook
• Emergency Response Guidebook
• National Institute of Occupational Safety and Health (NIOSH) Pocket Guide to Chemical Hazards
• National Domestic Preparedness Office On-Scene Commander’s Guide
• Emergency Response to Terrorism Job Aid, Edition 2.0

DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:
Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools
and equipment to detect the presence of CBRNE materials during emergency responses.

Res.B.1-4.2.1 Support identification and determination of potential hazards and threats.

Res.B.2-1 Develop plans, procedures, and equipment guidelines to support response operations.

**Instructional Resource Requirements:**

**LSU Provided:**
- Slides 5-1 through 5-44
- Course Instructional audio/visual equipment
- Simulated laboratory equipment
- LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)

**Host Provided:**
- 50 Person Environmentally Controlled (HVAC) Classroom with a minimum of three additional breakout rooms in close proximity.
- Tables and chairs to accommodate 40 people (35 participants and instructional support personnel) with room for course manuals and note taking
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Staging areas for the participants and instructors located at the facility to include parking for vehicles and restroom facilities.
- Telephone or radio communications for emergency use

**Participant Equipment Requirements**

All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. **No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.**
MODULE 6: CHEMICAL CONSIDERATIONS

Overview: During the classroom portion of this module, participants will be provided with an overview of the chemical threat and the operation and limitations of various chemical detection devices. Following the classroom discussions, the participants will demonstrate their ability to use chemical detection equipment to sample, analyze, and identify a simulated chemical agent.

Time Allocation: 4.0 Hours (2.0 Hours Classroom, 2.0 Hours Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion followed by an instructor-led practical exercise.

Terminal Learning Objectives: At the conclusion of this module, participants will be able to describe characteristics of chemical WMD agents, relate the various ways of identifying each agent, and demonstrate the ability to use chemical detection equipment to sample, analyze and identify a simulated chemical agent.

Enabling Objectives: At the conclusion of this module, participants will be able to:
6.1 Define chemical agent, persistency, volatility, and toxicity.
6.2 Discuss the physical properties, toxicity, mechanism of action, and clinical effects of chemical agents.
6.3 Describe the detection capabilities and limitations of chemical detection equipment.
6.4 Given a simulated chemical agent and chemical detection equipment, demonstrate the ability to sample, analyze, and identify a simulated chemical agent.

Instructor-to-Participant Ratio: 1:10

Practical Exercise Statement: Following the classroom discussions, the participants will be provided a simulated chemical scenario and be required to use chemical detection equipment to sample, analyze, and identify a simulated agent.

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
• Observing participant behavior in the classroom and participant skills during the practical exercise.
• Administering a post-test.

Reference Listing:
• LSU WMD Response Guidebook
• Emergency Response Guidebook
• National Institute of Occupational Safety and Health (NIOSH) Pocket Guide to Chemical Hazards
• National Domestic Preparedness Office On-Scene Commander’s Guide
• Emergency Response to Terrorism Job Aid, Edition 2.0
DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:

Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.

Res.A.2-1 Establish procedures for the immediate incident scene.

Res.B.1-4.2.1 Support identification and determination of potential hazards and threats.

Res.B.1-12.3.3 Identify force protection requirements.

Res.B.2-1 Develop plans, procedures, and equipment guidelines to support response operations.

Res.B.2-5.4.1 Provide required personal protective equipment (PPE).

Instructional Resource Requirements:

LSU Provided:
- Slides 6-1 through 6-94
- Course Instructional audio/visual equipment
- LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)
- Hand and Automated Chemical Warfare Agent Detector Systems
- Chemical Warfare Agent Simulant Training Kit
- Chemical Warfare Agent Simulants
- Chemical Simulants

Host Provided:
- 50 Person Environmentally Controlled (HVAC) Classroom with a minimum of three additional breakout rooms in close proximity.
- Tables and chairs to accommodate 50 people (30 participants and instructional support personnel) with room for course manuals and note taking
- Three 5-foot long folding tables for practical exercises
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Staging areas for the participants and instructors located at the facility to include parking for vehicles and restroom facilities.
- Telephone or radio communications for emergency use
Participant Equipment Requirements
All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. **No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.**
MODULE 7: DECONTAMINATION

Overview: During this module, participants will learn the decontamination techniques and operations required by 29 CFR 1910. Various decontamination procedures (based upon WMD agents) will be addressed, with the emphasis on operator safety. Following the classroom instruction, participants will observe a decontamination demonstration conducted by the local agency responsible for supporting the tactical team.

Time Allocation: 2.0 Hours (1.0 Hour Classroom, 1.0 Hour Demonstration)

Method of Instruction: Conference format with instructor-led discussion followed by a decontamination demonstration.

Terminal Learning Objective: At the conclusion of this module, participants will be able to perform decontamination operations.

Enabling Objectives: At the conclusion of this module, participants will be able to:
7.1 Recognize various types of decontamination.
7.2 Discuss the meaning of contamination and how it relates to the tactical operator.
7.3 Differentiate decontamination methods and factors that can affect the process.
7.4 Describe general guidelines for emergency decontamination.
7.5 Discuss decontamination of prisoners and casualties.
7.6 Given a functional decontamination line, describe decontamination operations and individual responsibilities during decontamination.

Instructor-to-Participant Ratio: 1:10

Practical Exercise Statement: Following the classroom instruction, participants will observe a decontamination demonstration conducted by the local agency responsible for supporting the tactical team. During the demonstration two participants will process through the decontamination operation. At each step of the process they will be required to accomplish the individual tasks necessary to ensure complete decontamination of personnel and equipment.

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
• Observing participant behavior in the classroom and participant skills during this practical exercise.
• Administering a post-test.

Reference Listing:
• LSU WMD Response Guidebook
• Emergency Response Guidebook
• National Institute of Occupational Safety and Health (NIOSH) Pocket Guide to Chemical Hazards
• National Domestic Preparedness Office On-Scene Commander’s Guide
• Emergency Response to Terrorism Job Aid, Edition 2.0
DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:

Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.

Res.B.1-4.2.1 Support identification and determination of potential hazards and threats, including mapping, modeling, and forecasting.

Res.B.1-12.3.3 Identify force protection requirements.

Res.B.2-1 Develop plans, procedures, and equipment guidelines to support response operations.

Res.B.2-3.2.7 Coordinate and support decontamination activities.

Res.B.2-5.4.1 Provide required personal protective equipment (PPE).

Res.B.2-5.4.2 Monitor all responders for exposure to hazardous materials.

Res.B.2-5.5 Conduct decontamination.

Res.B.2-5.5.1 Identify assets required for decontamination activities.

Res.B.2-5.5.3 Decontaminate affected facilities and equipment.

Res.B.2-5.5.4.2 Decontaminate affected persons, including injured victims, exposed to CBRNE materials.

Res.B.2-7 Transition from response to recovery.

Rec.A.1-3.1.4 Provide for worker crisis counseling and mental health and substance abuse.

Instructional Resources Required:

LSU Provided:
- Slides 7-1 through 7-24
- Course Instructional audio/visual equipment
- LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Staging areas for the participants and instructors located at the facility to include parking for vehicles and restroom facilities.
- Telephone or radio communications for emergency use

Host Provided:
- 50 Person Environmentally Controlled (HVAC) Classroom with a minimum of three additional breakout rooms in close proximity.
• Tables and chairs to accommodate 50 people (30 participants and instructional support personnel) with room for course manuals and note taking
• Audio/Visual projection screen or area
• Large whiteboard (or chalkboard)
• One flip chart with markers
• Eight power outlets for components and computers
• Staging areas for the participants and instructors located at the facility to include parking for vehicles and restroom facilities.
• Telephone or radio communications for emergency use
• A paramedic is required to be on site for the demonstration portion of this module.
• Decontamination Set-up and Support by the agency that would normally provide such services to the local emergency response personnel is required for this module for a decontamination demonstration for a simulated contaminant. The demonstration does not require the pumping of water. If such a working relationship has not been established or is otherwise unavailable to support the training, the host agency will provide the following:
  − Four 8’x8’ plastic ground sheets or tarpaulins
  − Four 50-gallon plastic drums (or similar containers) for equipment
  − Two plastic handheld sprayers
  − Two 100’ garden hoses with a garden wand and a source of water
  − Two containment basins or pools for collection of simulated contaminant runoff
  − Five plastic grates to be placed inside and outside the containment basins in the decontamination line
  − Two stools or benches for personnel to sit or steady themselves during removal of personal protective equipment
  − Four five-gallon buckets
  − Four soft bristle brushes
  − Two rolls of barrier tape
  − Twelve large traffic cones
  − Soap, water, towels, and modesty clothing
  − 40-gallon ice chest with ice

Participant Equipment Requirements
All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.
MODULE 8: RADIOLOGICAL CONSIDERATIONS

Overview: During the classroom portion of this module, participants will be provided with an overview of the radiological threat and the operation and limitations of various radiological detection devices. Following the classroom discussions, the participants will demonstrate their ability to use radiological detection equipment to locate and identify a simulated radiological isotope.

Time Allocation: 2.0 Hours (1.0 Hour Classroom, 1.0 Hour Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion followed by an instructor-led practical exercise.

Terminal Learning Instruction: At the conclusion of this module, participants will be able to describe characteristics of radiological isotopes, describe the various ways of identifying them, and demonstrate the ability to locate and identify a simulated radiological isotope.

Enabling Objectives: At the conclusion of this module, participants will be able to:
8.1 Discuss physical properties, toxicity, mechanism of action, and clinical effects of radiological isotope.
8.2 Differentiate nuclear weapons from radiological dispersion devices (RDD).
8.3 Describe the detection capabilities and limitations of radiological detection equipment.
8.4 Given a simulated radiological agent and radiological detection equipment, demonstrate the ability to locate and identify a simulated radiological isotope.

Instructor-to-Participant Ratio: 1:10

Practical Exercise Statement: Following the classroom discussions, the participants will respond to a simulated radiological scenario requiring the use of radiological detection equipment to locate and identify a simulated radiological isotope.

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
• Observing participant behavior during this module.
• Administering a post-test.

Reference Listing:
• LSU WMD Response Guidebook
• Emergency Response Guidebook
• National Domestic Preparedness Office On-Scene Commander’s Guide
• Emergency Response to Terrorism Job Aid, Edition 2.0

DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target
Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:

**Pro.C.2-3** Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.

**Res.A.2-1** Establish procedures for the immediate incident scene.

**Res.B.1-4.2.1** Support identification and determination of potential hazards and threats, including mapping, modeling, and forecasting.

**Res.B.1-12.3.3** Identify force protection requirements.

**Res.B.2-1** Develop plans, procedures, and equipment guidelines to support response operations.

**Res.B.2-5.4.1** Provide required personal protective equipment (PPE).

### Instructional Resource Requirements

**LSU Provided:**
- Slides 8-1 through 8-48
- Course Instructional audio/visual equipment
- LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)
- Three Radiological Detection Systems – Ludlum 2241-3rk
- Three Radiological Educational Sources

**Host Provided:**
- 50 Person Environmentally Controlled (HVAC) Classroom with a minimum of three additional breakout rooms in close proximity.
- Tables and chairs to accommodate 50 people (30 participants and instructional support personnel) with room for course manuals and note taking
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Eight power outlets
- Medical personnel must be available for 1 hour prior to training to perform baseline assessment screening (i.e., blood pressure, pulse, and respiration rate) of participants. Medical first responders may be used for the conduct of the screening.
- Staging areas for the participants and instructors located at the facility to include parking for vehicles and restroom facilities
- Telephone or radio communications for emergency use

### Participant Equipment Requirements

All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this...
equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. **No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.**
MODULE 9: IMPROVISED EXPLOSIVE DEVICE CONSIDERATIONS

Overview: In this module, participants will be introduced to the characteristics and hazards associated with improvised explosive devices (IED), as well as examples of pre-incident indicators. Additionally, use of force considerations and concepts for responding to situations involving an IED will be addressed.

Time Allocation: 1.5 Hours (1.5 Hours Classroom, No Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion.

Terminal Learning Instruction: At the conclusion of this module, participants will be able to describe and apply alternative concepts for tactical operations involving an IED.

Enabling Objectives: At the conclusion of this module, participants will be able to:
9.1 Identify IED characteristics and hazards.
9.2 Given the Technical Support Working Group minimum evacuation distance table and a suspected IED description, determine the minimum evacuation distance.
9.3 Describe pre-incident indicators of an IED (e.g., personal behavior; personal, vehicle, or object appearance; smell; equipment).
9.4 Describe use of force considerations and concepts for responding to situations involving an IED.

Instructor-to-Participant Ratio: 1:10

Practical Exercise Statement: None

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
• Observing participant behavior during this module.
• Administering a post-test.

Reference Listing:
• Technical Support Working Group minimum evacuation distance table
• ATF Vehicle Bomb Explosion Hazard and Evacuation Distance Tables

DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:
Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools
and equipment to detect the presence of CBRNE materials during emergency responses.

Res.A.2-1 Establish procedures for the immediate incident scene.
Res.B.1-12.3.3 Identify force protection requirements.
Res.B.2-1 Develop plans, procedures, and equipment guidelines to support response operations.
Res.B.2-6.2 Conduct explosive device response operations.

**Instructional Resource Requirements:**

**LSU Provided:**
- Slides 9-1 through 9-26
- Course Instructional audio/visual equipment
- LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)
- Inert Explosive Materials and Devices

**Host Provided:**
- 50 Person Environmentally Controlled (HVAC) Classroom
- Tables and chairs to accommodate 50 people (30 participants and instructional support personnel) with room for course manuals and note taking
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Staging areas for the participants and instructors located at the facility to include parking for vehicles and restroom facilities
- Telephone or radio communications for emergency use

**Participant Equipment Requirements**

All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. **No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.**
MODULE 10: CLOSE QUARTER BATTLE

Overview: During this module, participants will receive an overview of Close Quarter Battle (CQB) tactics and techniques for responding to a CBRNE incident. After the classroom presentation the participants will conduct CQB operations during a series of practical exercises. The practical exercises will address entry points, room clearing, and tactical communications while wearing a Level C protective ensemble. Throughout the practical exercises, instructors will interact with participants to emphasize and otherwise reinforce tactical principles essential for a safe and effective response.

Time Allocation: 4.5 Hours (0.75 Hour Classroom, 3.75 Hours Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion followed by an instructor-led practical exercise.

Terminal Learning Instruction: At the conclusion of this module, participants will be able to successfully perform CQB operations in WMD environments.

Enabling Objectives: At the conclusion of this module, participants will be able to:
10.1 Discuss the fundamentals of CQB.
10.2 Discuss CQB room-clearing techniques.
10.3 Discuss CQB communication procedures when wearing PPE.
10.4 Discuss required coordination measures when performing multiple entry point assaults.
10.5 Given a scenario involving the need for conducting a tactical assault of a structure containing a simulated WMD environment, demonstrate effective CQB techniques for multiple point entries, room clearing, and tactical communications while wearing a Level C ensemble.

Instructor-to-Participant Ratio: 1:6

Practical Exercise Statement: After the classroom presentation and instructor led demonstration, the participants will conduct CQB operations under the tutelage of an assigned instructor(s). Consistent with the facilities provided by the Host Agency, the practical exercises will address multiple entry points, room clearing, and tactical communications while wearing a Level C protective ensemble. Throughout the practical exercises, instructors will interact with participants to emphasize and otherwise reinforce tactical principles essential for a safe and effective response. As appropriate, instructors will also provide information and guidance regarding scenario background, peripheral or other on-going (or lack thereof) pertinent activity and preparations.

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
• Observing participant behavior during this module.
• Administering a post-test.

Reference Listing:
• LSU WMD Response Guidebook
• Emergency Response Guidebook
DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:

Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.

Res.A.2-1 Establish procedures for the immediate incident scene.
Res.A.3-4 Communicate internal incident response information.
Res.B.1-12.3.3 Identify force protection requirements.
Res.B.2-1 Develop plans, procedures, and equipment guidelines to support response operations.
Res.B.2-5.4.1 Provide required personal protective equipment (PPE).
Res.B.2-5.4.2 Monitor all responders for exposure to hazardous materials.
Res.B.2-7 Transition from response to recovery.
Res.B.3-4.1 Identify courses of action to resolve the incident/make decisions.
Res.B.3-4.1.1.1 Identify evacuation site(s).

Instructional Resource Requirements:

LSU Provided:

- Slides 10-1 through 10-13
- Course Instructional audio/visual equipment
- LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)
- AirMunition™ Primary Training Weapon Systems (one per participant)
- AirMunition™ Secondary Training Weapon Systems (one per participant)
- 1500 AirMunition™ Training Rounds (simulated ammunition)
- 7 Instructor Flashlights
- 15 Luminous Safety Vests (for instructor, participant, observer and facility personnel)
- 15 Sets of Eye Protection (for instructor, participant, observer and facility personnel)
- 1 Bundle Survey Flags
- 6 Sets of Safety Equipment for Role Players (i.e., facial protection, neck protectors, protective gloves and overcoat)
- 30 Cool Vests with 120 inserts
- 1 large ice chest (40 gal)
- 60 pairs Saratoga™ suits, assorted sizes
• 200 pairs of Disposable Inner Gloves, assorted sizes
• 72 pairs of Reusable Outer Gloves, assorted sizes
• 7 Instructor Radios
• 7 Safety Scissors
• 1 Roll of Duct Tape
• 1 Roll Crime Scene Tape
• 2 Rolls Orange Gaffers Tape

Host Provided:
• 50 Person Environmentally Controlled (HVAC) Classroom
• Tables and chairs to accommodate 50 people
• Audio/Visual projection screen or area
• Large whiteboard (or chalkboard)
• One flip chart with markers
• Staging areas for the participants and instructors located at the facility to include parking for vehicles and restroom facilities.
• Telephone or radio communications for emergency use
• Six role players associated with the hosting or participant agencies that are familiar with functioning and safe handling of AirMunition™ training weapon systems. Role players will meet with the instructional team at 12:30pm.
• A paramedic is required to be on site for the entirety of this module. Medical support personnel must be available during the practical exercise to perform baseline assessment screening (i.e., blood pressure, pulse, and respiration rate) of participants. Medical first responders may be used for the conduct of the screening.
• Facility for conducting building clearing operations located less than 30 minute drive from the classroom. No live fire will be conducted. Facility should include a minimum of four rooms, at least two entry points, and be located away from the classroom facility.
• Twenty pounds of ice to freeze inserts for the cool vests in warm climates.
• Hydration stations should be set up at each facility with three 5-gallon jugs of ice water or sport drink.

Participant Equipment Requirements
All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.
MODULE 11: OPERATIONAL CONSIDERATIONS

Overview: Instructors will compare the participant’s performance during the Close Quarter Battle practical exercise conducted in Module 10 with the basic concepts involved in planning for and conducting operations in a CBRNE environment, to include: tactical orders, integration of OSHA requirements, and predictive modeling for hazards. Additionally, participants will be provided with an overview of the considerations and procedures for safely and effectively terminating CBRNE tactical operations, to include: conducting turn over of site/ materials to competent authorities; briefing the receiving, recovery, or other law enforcement agency; and implementing the Critical Incident Stress Management (CISM) process.

Time Allocation: 2.0 Hours (2.0 Hours Classroom, No Practical Exercise)

Method of Instruction: Conference format with instructor-led discussion.

Terminal Learning Instruction: At the conclusion of this module, participants will be able to develop and implement tactical operations plans and orders.

Enabling Objectives: At the conclusion of this module, participants will be able to:
11.1 Differentiate the three types of tactical orders.
11.2 List and describe the five paragraphs of an operations order/plan.
11.3 Describe how to develop and incorporate all operational requirements into an executable tactical plan.
11.4 Describe the elements of an emergency response plan.
11.5 Describe the purpose and usefulness of hazard predictive modeling.
11.6 Identify criteria for emergency termination of tactical operations.
11.7 Identify criteria used to determine successful completion of tactical operations and conduct steps for site turn-over to competent authority.
11.8 Conduct timely briefing of receiving agency, detailing assault operations, current WMD hazard (if present), and probable actions to be accomplished to render the site safe.
11.9 Conduct formal debriefing of team, identifying issues and successes of the WMD tactical operation.
11.10 Describe the functions and importance of a robust Critical Incident Stress Management (CISM) after a WMD incident.

Instructor-to-Participant Ratio: 1:10

Practical Exercise Statement: None.

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
- Observing participant behavior during this module.
- Observing participant behavior and actions during the practical exercises in Modules 12 and 13.
- Administering a post-test.
Reference Listing:
- LSU WMD Response Guidebook
- Emergency Response Guidebook
- National Domestic Preparedness Office On-Scene Commander's Guide
- Emergency Response to Terrorism Job Aid, Edition 2.0

DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:

Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.
Res.A.2-1 Establish procedures for the immediate incident scene.
Res.A.3-2 Coordinate incident site communications.
Res.A.3-4 Communicate internal incident response information.
Res.B.1-4.2.1 Support identification and determination of potential hazards and threats, including mapping, modeling, and forecasting.
Res.B.1-12.3.3 Identify force protection requirements.
Res.B.2-1 Develop plans, procedures, and equipment guidelines to support response operations.
Res.B.2-3.2.7 Coordinate and support decontamination activities.
Res.B.2-5.3.4.1 Secure contamination source and affected areas.
Res.B.2-5.4.1 Provide required personal protective equipment (PPE).
Res.B.2-5.4.2 Monitor all responders for exposure to hazardous materials.
Res.B.2-5.5 Conduct decontamination.
Res.B.2-5.5.1 Identify assets required for decontamination activities.
Res.B.2-5.5.3 Decontaminate affected facilities and equipment.
Res.B.2-5.5.4.2 Decontaminate affected persons, including injured victims, exposed to CBRNE materials.
Res.B.2-6.2 Conduct explosive device response operations.
Res.B.2-7 Transition from response to recovery.
Res.B.3-4.1 Identify courses of action to resolve the incident/make decisions.
Res.B.3-4.1.1.1 Identify evacuation site(s).
Rec.A.1-3.1.1.4 Provide for worker crisis counseling and mental health and substance abuse.

Instructional Resource Requirements:
LSU Provided:
- Slides 11-1 through 11-49
- Course Instructional audio/visual equipment
 LSU Posters for Types of Terrorist Events (CBRNE), Types of Harm (TRACEM-P), Operations Order Format, Protection from CBRNE Events (TDSD)

Host Provided:
- 50 Person Environmentally Controlled (HVAC) Classroom with a minimum of three additional breakout rooms in close proximity.
- Tables and chairs to accommodate 50 people (30 participants and instructional support personnel) with room for course manuals and note taking
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Medical screening and support personnel must be available for 1 hour prior to training to perform baseline assessment screening (i.e., blood pressure, pulse, and respiration rate) of participants. Medical first responders may be used for the conduct of the screening.

Participant Equipment Requirements
All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. **No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.**
MODULE 12: PRACTICAL EXERCISE STATIONS

Overview: At a series of practical exercise stations, participants will be evaluated on their ability to operate selected CBRNE detection devices, and execute Close Quarter Battle (CQB) in a CBRNE environment. Throughout the practical exercises, instructors will interact with participants to emphasize and otherwise reinforce proper use of equipment, as well as the tactical principles essential for a safe and effective response.

Time Allocation: 6.0 Hours (No Classroom, 6.0 Hours Practical Exercise)

Method of Instruction: Instructor-led practical exercises.

Terminal Learning Instruction: At the conclusion of this module, participants will demonstrate skills previously acquired in Modules 2, 3, 6, 8, 9, 10, and 11.

Enabling Objectives: At the conclusion of this module, participants will be able to:
12.1 While wearing a CBRNE protective mask and disposable inner gloves, operate detection and monitoring equipment according to instructions.
12.2 Develop and implement a tactical operation order for response to a CBRNE scenario.
12.3 As a member of a tactical team in Level C PPE, conduct CQB rehearsals and perform tactical clearing operations in a simulated CBRNE environment.
12.4 As a member of a tactical team participate in formal debriefing of team, identifying issues and successes of the CBRNE tactical operation.

Instructor-to-Participant Ratio: 1:6

Practical Exercise Statement: The practical exercises will be conducted in two phases. During Phase I, the participants will be divided in teams and rotate through three stations. At each station participants will be required to properly operate CBRNE detection and monitoring equipment to sample, analyze, and identify simulated agents and/or devices. During Phase II, the participants will be divided into two or three tactical teams (depending on the number of participants and the facilities provided by the Host Agency) and required to develop and implement operations orders for simulated CBRNE scenarios.

The participants will be evaluated on their ability to operate selected CBRNE detection devices, and execute the developed operations orders in a Close Quarter Battle (CQB) in a CBRNE environment. Throughout the practical exercises, instructors will interact with participants to emphasize and otherwise reinforce proper use of equipment and tactical principles essential for a safe and effective response. As appropriate, instructors will also provide information and guidance regarding scenario background, peripheral or other on-going (or lack thereof) pertinent activity and preparations.

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
- Observing participant behavior during the conduct of the practical exercises.
- Administering a post-test.
Reference Listing:
- LSU WMD Response Guidebook
- Emergency Response Guidebook
- National Institute of Occupational Safety and Health (NIOSH) Pocket Guide to Chemical Hazards
- National Domestic Preparedness Office On-Scene Commander’s Guide
- Emergency Response to Terrorism Job Aid, Edition 2.0

DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:

Pro.C.2-3  Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.

Res.A.2-1  Establish procedures for the immediate incident scene.
Res.A.3-2  Coordinate incident site communications.
Res.A.3-4  Communicate internal incident response information.
Res.B.1-4.2.1 Support identification and determination of potential hazards and threats, including mapping, modeling, and forecasting.
Res.B.1-12.3.3 Identify force protection requirements.
Res.B.2-1  Develop plans, procedures, and equipment guidelines to support response operations.
Res.B.2-3.2.7 Coordinate and support decontamination activities.
Res.B.2-5.3.4.1 Secure contamination source and affected areas.
Res.B.2-5.4.1 Provide required personal protective equipment (PPE).
Res.B.2-5.4.2 Monitor all responders for exposure to hazardous materials.
Res.B.2-5.5 Conduct decontamination.
Res.B.2-5.5.1 Identify assets required for decontamination activities.
Res.B.2-5.5.3 Decontaminate affected facilities and equipment.
Res.B.2-5.5.4.2 Decontaminate affected persons, including injured victims, exposed to CBRNE materials.
Res.B.2-6.2 Conduct explosive device response operations.
Res.B.2-7  Transition from response to recovery.
Res.B.3-4.1 Identify courses of action to resolve the incident/make decisions.
Res.B.3-4.1.1.1 Identify evacuation site(s).
Rec.A.1-3.1.1.4 Provide for worker crisis counseling and mental health and substance abuse.
Instructional Resource Requirements:

LSU Provided:
• Slides 12-1 through 12-6
• Course Instructional audio/visual equipment
• AirMunition™ Primary Training Weapon Systems (one per participant)
• AirMunition™ Secondary Training Weapon Systems (one per participant)
• 1500 AirMunition™ Training Rounds (simulated ammunition)
• 7 Instructor Flashlights
• 15 Luminous Safety Vests (for instructor, participant, observer and facility personnel)
• 15 Sets of Eye Protection (for instructor, participant, observer and facility personnel)
• 1 Bundle Survey Flags
• 6 Sets of Safety Equipment for Role Players (i.e., facial protection, neck protectors, protective gloves and overcoat)
• 30 Cool Vests with 120 inserts
• 1 large ice chest (40 gal)
• 60 pairs Saratoga™ suits, assorted sizes
• 300 pairs of Disposable Inner Gloves, assorted sizes
• 72 pairs of Reusable Outer Gloves, assorted sizes
• 7 Instructor Radios
• 7 pairs of Safety Scissors
• 3 APD2000 Systems
• 3 MultiRAE Systems
• 3 Radiological Detection Devices
• 3 Presumptive Biological test Sets
• 1 Rolls of Duct Tape
• 1 Roll Crime Scene Tape
• 2 Rolls Orange Gaffers Tape
• 1 Simulated Biological Dispersion Device
• 1 Simulated Chemical Dispersion Device
• 1 Simulated Radiological Dispersion Device
• Simulated Powder Agent
• 2 Voice Amplification Units
• Hand and Automated Chemical Warfare Agent Detector Devices
• Chemical Simulants
• Radiological Detection Devices
• Radiological Educational Sources
• Inert Explosive Materials and Devices
• 30 C8 Chemical Detector Paper
• 15 CM9 Chemical Detector Paper
• M256A1 Detection Kit

Host Provided:
• 50 Person Environmentally Controlled (HVAC) Classroom
• Tables and chairs to accommodate 40 people
• Audio/Visual projection screen or area
• Large whiteboard (or chalkboard)
• One flip chart with markers
• Staging areas for the participants and instructors located at the facility to include parking for vehicles and restroom facilities.
• Telephone or radio communications for emergency use
• Six role players associated with the hosting or participant agencies that are familiar with (or that can be trained on) the functioning and safe handling of AirMunition™ training weapon systems. Role players will meet with the instructional team at 12:30pm to discuss their roles and responsibilities.
• A paramedic is required to be on site for the entirety of this module. Medical support personnel must be available during the practical exercise to perform baseline assessment screening (i.e., blood pressure, pulse, and respiration rate) of participants. Medical first responders may be used for the conduct of the screening.
• Facility for conducting building clearing operations located less than 30 minute drive from the classroom. No live fire will be conducted. Facility should include a minimum of four rooms, at least two entry points, and be located away from the classroom facility.
• An outside “rehearsal area” consisting of open ground and/or buildings (adjacent or in close proximity to each exercise site) for conducting pre-assault rehearsals.
• Twenty pounds of ice must be available for the purpose of freezing the inserts for the cool vests in warm climates.
• Three 5-gallon jugs with ice water or sport drink.

Participant Equipment Requirements
All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. **No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.**
MODULE 13: COMPREHENSIVE EXAMINATION

Overview: This module will consist of the following activities: instructors will summarize the cognitive components of the course emphasizing safety, tactical, and operational considerations for CBRNE and hazardous materials incidents; participants will be administered a written post-test; participants will be given a simulated CBRNE scenario and required to plan for and conduct a tactical practical exercise; instructors will critique the overall performance of the participants during the tactical practical exercise; and participants will complete a post-course evaluation form. The evaluation form will allow the participants to document their perceived value of the materials supporting the course terminal and the enabling objectives, effectiveness of the instruction, and the relevance of the instruction to each participant's assessment of their "real world" requirements and concerns.

Time Allocation: 8.0 Hours (1.5 Hours Classroom, 6.5 Hours Practical Exercise)

Method of Instruction: Instructor-led practical exercise.

Terminal Learning Instruction: At the conclusion of this module, participants will be able to plan, rehearse, and perform tactical operations in a CBRNE environment.

Enabling Objectives: At the conclusion of this module, participants will be able to:
13.1 Given a written test containing questions related to the cognitive course objectives, complete the written test with a minimum score of 70%.
13.2 Given a simulated CBRNE scenario, develop a WMD tactical operations order addressing all required tactical planning elements.
13.3 Given detection and monitoring equipment, operate it according to manufacturer's instructions and properly locate and identify WMD material/device.
13.4 Evaluate intelligence information and select appropriate level of PPE required to support the tactical situation.
13.5 Rehearse tactical entry techniques based upon the previously developed operations order.
13.6 Plan and execute a tactical route to final assault point.
13.7 Given a training facility, training weapons and basic load configurations, perform tactical clearing operations as a team.
13.8 Conduct expedient mitigation procedures to reduce or eliminate intentional or accidental release of WMD materials.
13.9 Evacuate the target area in a tactical manner, clearing all personnel, materials, and equipment as directed in the operations plan.
13.10 Conduct handover procedures of the target area and/or WMD material to the competent authority, as directed in the operations order.
13.11 Establish initial chain of custody of all WMD materials located.
13.12 Maintain and preserve crime scene as directed in the operations order.
13.13 Perform emergency and detailed decontamination operations.
13.14 Participate in a team after action critique/debrief to identify problems and lessons learned from the operation.
13.15 Complete an approved evaluation form.
Instructor-to-Participant Ratio: 1:6

Practical Exercise Statement: During this module, participants will be given a simulated CBRNE scenario and required to plan for and conduct a tactical response. Based on the situation presented, the tactical team will organize, develop and present an operations order. Subsequently, participants will implement the operations order to include a rehearsal of the plan and the conduct of post-assault actions and activities, to include decontamination and the conduct of an after action critique. During the conduct of the tactical practical exercise, participants will be required to demonstrate application of the skills, knowledge, and abilities addressed in Modules 2, 3, 6, 8, 9, 10, 11, and 12 that are essential for the safe and effective conduct of law enforcement tactical operations in a WMD environment. Throughout the practical exercise, instructors will interact with participants to provide intelligence injects and to emphasize/reinforce principles for accomplishing a safe and effective tactical response in a WMD environment. The participants will be evaluated as individual members of a team and each team will be evaluated during this final exercise.

Evaluation Strategy: Participant mastery of module objectives will be evaluated by:
- Administering a post-test.
- Observing participant behavior and participant skills during the practical exercise.

Reference Listing:
- LSU WMD Response Guidebook
- Emergency Response Guidebook
- National Institute of Occupational Safety and Health (NIOSH) Pocket Guide to Chemical Hazards
- National Domestic Preparedness Office On-Scene Commander’s Guide
- Emergency Response to Terrorism Job Aid, Edition 2.0

DHS Associated Critical Tasks: A Federal interagency group led by the Homeland Security Council developed 15 National Planning Scenarios. Nationally representative teams identified tasks required to address each scenario, and these tasks were organized into a comprehensive Universal Task List (UTL). A list of associated critical tasks supporting the UTL was developed and documented in the DHS Target Capabilities List 2.0, DHS, dated December, 2005. There are five categories of associated critical tasks: Common (Com), Prevent (Pre), Protect against (Pro), Respond to (Res), and Recover from (Rec). Aspects of the following associated critical tasks are addressed in this module:

Pro.C.2-3 Develop and implement training and procedures to enable first responders, including fire, rescue, and emergency medical services (EMS), to recognize the presence of CBRNE materials, including tools and equipment to detect the presence of CBRNE materials during emergency responses.

Res.A.2-1 Establish procedures for the immediate incident scene.
Res.A.3-2 Coordinate incident site communications.
Res.A.3-4 Communicate internal incident response information.
Res.B.1-4.2.1 Support identification and determination of potential hazards and threats, including mapping, modeling, and forecasting.
Identify force protection requirements.

Develop plans, procedures, and equipment guidelines to support response operations.

Coordinate and support decontamination activities.

Secure contamination source and affected areas.

Provide required personal protective equipment (PPE).

Monitor all responders for exposure to hazardous materials.

Conduct decontamination.

Identify assets required for decontamination activities.

Decontaminate affected facilities and equipment.

Decontaminate affected persons, including injured victims, exposed to CBRNE materials.

Conduct explosive device response operations.

Transition from response to recovery.

Identify courses of action to resolve the incident/make decisions.

Identify evacuation site(s).

Provide for worker crisis counseling and mental health and substance abuse.

**Instructional Resource Requirements:**

**LSU Provided:**
- Slides 13-1 through 13-18
- Course Instructional audio/visual equipment
- 30 Post-tests (one per participant)
- 6 Post-test answer keys (one per instructor)
- 30 Black Pens (one per participant)
- 30 #2 Pencil (one per participant)
- 3 Whiteout devices
- AirMunition™ Primary Training Weapon Systems (one per participant)
- AirMunition™ Secondary Training Weapon Systems (one per participant)
- 1500 AirMunition™ Training Rounds (simulated ammunition)
- 7 Instructor Flashlights
- 15 Luminous Safety Vests (for instructor, participant, observer and facility personnel)
- 15 Sets of Eye Protection (for instructor, participant, observer and facility personnel)
- 1 Bundle Survey Flags
- 6 Sets of Safety Equipment for Role Players (i.e., facial protection, neck protectors, protective gloves and overcoat)
- 30 Cool Vests with 120 inserts
- 1 large ice chest (40 gal)
- 60 pairs Saratoga™ suits, assorted sizes
- 300 pairs of Disposable Inner Gloves, assorted sizes
- 72 pairs of Reusable Outer Gloves, assorted sizes
- 7 Instructor Radios
- 7 pairs of Safety Scissors
- 3 APD2000™ Systems
- 3 MultiRAE Systems
- 3 Radiological Detectors Ludlum 2241-3rk
- 3 Presumptive biological test Sets
- 1 Roll Duct Tape
- 1 Roll Crime Scene Tape
- 2 Voice Amplification Units
- 1 Simulated Biological Dispersion Device
- 1 Simulated Chemical Dispersion Device
- 1 Simulated Radiological Dispersion Device
- Simulated Powder Agent
- Biological Detection Device
- Biological Agent Simulants
- Hand and Automated Chemical Warfare Agent Detector Systems
- Chemical Warfare Agent Simulants
- Chemical Simulants
- C8 Chemical Detector Paper
- CM9 Chemical Detector Paper
- M256A1 Detection Kit
- Radiological Detection System
- Radiological Training Sources
- Inert Explosive Materials and Devices

**Host Provided:**
- 50 Person Environmentally Controlled (HVAC) Classroom
- Tables and chairs to accommodate 40 people
- Audio/Visual projection screen or area
- Large whiteboard (or chalkboard)
- One flip chart with markers
- Staging areas for the participants and instructors located at the facility to include parking for vehicles and restroom facilities.
- Telephone or radio communications for emergency use
- Six role players associated with the hosting or participant agencies that are familiar with (or that can be trained on) the functioning and safe handling of AirMunition™ training weapon systems. Role players will meet with the instructional team at 12:30pm to discuss their roles and responsibilities.
- A paramedic is required to be on site for the entirety of this module. Medical support personnel must be available during the practical exercise to perform baseline assessment screening (i.e., blood pressure, pulse, and respiration rate) of participants. Medical first responders may be used for the conduct of the screening.
- Decontamination Set-up and Support (for decontamination of simulated contaminant) by the agency that would normally provide such services to the local emergency response personnel is required for this module. If such a working relationship has not been established or is otherwise unavailable to support the training, the host agency will provide the following:
  - Four 8’x8’ plastic ground sheets or tarpaulins
  - Four 50-gallon plastic drums (or similar containers) for equipment
  - Two plastic handheld sprayers
  - Two 100’ garden hoses with a garden wand and a source of water
  - Two containment basins or pools for collection of simulated contaminate runoff
Five plastic grates to be placed inside and outside the containment basins in the decontamination line
- Two stools or benches for personnel to sit or steady themselves during removal of personal protective equipment
- Four five-gallon buckets
- Four soft bristle brushes
- Two rolls of barrier tape
- Twelve large traffic cones
- Soap, water, towels, and modesty clothing
- 40-gallon ice chest with ice

- Facility for conducting building clearing operations located less than 30 minute drive from the classroom. No live fire will be conducted. Facility should be located away from the classroom facility; include a minimum of four rooms with at least two entry points; and, if possible, a different facility than was used on days 3 and 4.
- An outside "rehearsal area" consisting of open ground and/or buildings (adjacent or in close proximity to each exercise site) for conducting pre-assault rehearsals.
- Twenty pounds of ice must be available for the purpose of freezing the inserts for the cool vests.
- Hydration stations should be set up at each facility with three 5-gallon jugs of ice water or sport drink.

Participant Equipment Requirements
All participants are required to wear the agency issued uniform and assault boots to class each day of the course. Additionally, each participant will bring their air purifying respirator (APR) with filters, and agency issued tactical equipment (e.g., helmet, goggles, ballistics vest, elbow and knee pads, etc.) to the course daily. Practical exercises on each day of the course will require the use of all or some of this equipment. Officer issued weapons, both primary and secondary, are not required for this course. Each officer is responsible for properly securing their weapons during the training course. No personal or agency weapon (including impact and less lethal weapons), live ammunition, weapon magazines, knife, or flashbangs are to be on the officer or in the training area (including classroom) at any time during this course.
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*Note: In order to complete the 40 hours of instruction in five days, each day requires the participants’ attendance for 10 hours (i.e., 1 hour for medical vitals, 4 hours of instruction, 1 hour for meal/travel, 4 hours of instruction). During days 1, 3, 4, and 5, scheduling of meals will be determined by the location and/or type of facilities provided by the Host Agency, as well as the participant’s performance on the practical exercises. Participating organizations should be aware that an additional day(s) may be required for completion of the course in the event of inclement weather or other circumstances requiring cancellation of scheduled activities. On day 5, the Lead Instructor may schedule the medical vitals after the participants complete the written Post-Test – depending on the location of the training area provided by the Host Agency for the practical exercise portion of the Comprehensive Examination.