

**Planning and Managing Security for Major Special Events:
Guidelines for Law Enforcement**

LESSON PLAN FOR

**MODULE 10: HAZARDOUS MATERIALS/WMD DETECTION AND
CONSEQUENCE MANAGEMENT**

LESSON PLAN

NOTES:

Unit: Module 10: Hazardous Materials/WMD Detection and Consequence Management

Number of Hours: 1

Goals: This module provides participants with information on hazardous materials and/or weapons of mass destruction (WMD) when planning for the security of a major special event.

Learning Objectives: The student will:

- Identify the role of threat and risk assessment involving hazardous materials and WMD when planning for the security of major special events.
- Identify local, state, and federal agencies with expertise in hazardous materials and/or WMD detection and response.
- Recognize special considerations for fire, EMS, and medical care as they relate to major special events.

[BEGINNING OF CONTENT]

I. WMD Planning for Special Events

There is confirmed intelligence that known terrorist groups understand the value and target potential of large public or private gatherings. They have specifically cited the impact of releasing an agent in a crowded, enclosed area, and they understand the mass panic and hysteria that would accompany this type of attack. The FBI has developed four primary planning objectives that need to be considered when developing the security plan for a major special event.

Slide 1: Title Slide

Slide 2: Learning Objectives

Slide 3: WMD Planning

A. Four Primary Planning Objectives

- Have hazmat/WMD subject matter experts (SME) available for rapid assessment of any threats received.
- Have measures in place to protect the venue from any hazardous materials or WMD. These include detection equipment, barriers, and policy restrictions.
- Develop assessment teams that can respond to reported hazmat incidents in and around the venue.
- Develop response and protective action plans for law enforcement in the event of a hazmat incident.

Proper planning for a major event must specify the inclusion of subject matter experts (SME) for each of the potential threats. The decision of whether to shelter in place or evacuate a venue can have far-reaching implications for a community. Sending thousands of persons who have potentially been exposed to a chemical or biological material into the streets and back to their homes could create a pandemic, where simple mass decontamination at the source event could eliminate any additional threat.

B. Other Relevant Planning Issues

- **Training of event staff and first responders.** Are they familiar with the evacuation plan? What is their role should an emergency occur?
- **Personal protective equipment (PPE) and other response equipment.** Where is it stored? Who has access to it? How quickly can it be deployed to a specific location at a venue given the large crowds and traffic congestion?
- **Governance.** Should an emergency occur, who can order the evacuation or call in resources to the scene? Is ICS an integral part of the plan?

II. Assessing The Threats

To establish detection protocols for a major event, event security planners must first understand what the potential threats are and then establish procedures and plans that address them. This should be done as part of the threat assessment for the venue well in advance of the event. It is important to understand that with

Slide 4: Primary Planning Objectives.

Slide 5: Other Planning Issues

Slide 6: Threat Assessment

limited resources, planners must focus on the threats that have the highest potential for use and not necessarily those that would create the greatest number of casualties.

A. Explosive Materials

- Statistically the most likely form to be used by a terrorist group
- Easy to acquire
- Can be blended with other materials (radioactive, chemical, or biological) to increase impact.

The use of an improvised explosive device is the highest-rated threat at this time; however, such devices tend not to immediately create a high number of casualties. An event planner needs to understand that even a small explosive device placed at a venue with thousands of participants will create mass panic and self-evacuation, which can cause a much greater loss of life than the device alone. The plan must include procedures for the inspection of fixed sites within the venue and any vehicles that are brought in before or during the event.

B. Chemical Materials

- Readily accessible.
- May already be near venue site.
- Toxic industrial chemicals (TIC) more likely to be used than chemical warfare agents (CWA)

The threat assessment for a venue should include any chemical storage facilities within several miles of the location. Simply facilitating the escape of a stored chemical agent can produce large vapor plumes that will travel many miles and have the potential to contaminate large numbers of people. Include inspection of railway lines and local surface streets around the event location, and ensure that the plan includes inspection of any vehicles large enough to bring an agent into the venue site—for example, vendor vehicles, concession deliveries, buses, and other transport vehicles.

C. Biological Materials

- Detection delay effect
- Can include toxins and pathogens (viruses)
- Simple dissemination techniques.

Slide 7: Explosive Materials

Slide 8: Chemical Materials

Slide 9: Biological Materials

While not obvious to the security team at an event, the dissemination of a biological material could easily be accomplished at a large gathering and would have the potential to harm a large number of persons. The dissemination method would be difficult to detect in advance and poses a real challenge to the threat assessment element.

D. Radiological Materials

- Three basic types of dissemination (radiological dispersal device, direct source, or nuclear)
- Delayed symptoms based on type and exposure
- Easier to detect and monitor than other WMD.

The potential use of a nuclear device, while sometimes discounted from venue plans, is still feasible. There have been various types of special atomic demolition munitions (SADM) produced in the former Soviet Union, and intelligence sources have confirmed that sales of these devices occurred shortly after the fall of that country. Other radiological sources are more prevalent, and while the dissemination would not produce mass casualties, the psychological impact would be enormous.

III. Available Resources

Students should be directed to the National Response Plan's Catastrophic Incident Supplement, Appendixes 11 and 12, for a detailed list of agencies that can be consulted in developing a major event plan. Examples of resources are listed below.

A. Local Resources

- Fire department hazardous materials team
- Police department special response teams
- Police department bomb squads
- Public health department
- Emergency medical services
- Hospitals
- Public works
- Private sector resources
- Local search and rescue teams
- Department of transportation.

B. State Resources

- Emergency management office
- State public health department

**Slide 10:
Radiological
Materials**

**Slide 11: Available
Resources**

**Slide 12: Local
Resources**

**Slide 13: State
Resources**

- State police/highway patrol
- State bureau of investigation
- State department of transportation
- State medical assistance teams (SMAT).

C. Federal Resources

- Federal Bureau of Investigation
- United States Secret Service
- Department of Homeland Security
- American Red Cross
- Bureau of Alcohol, Tobacco, Firearms and Explosives
- Centers for Disease Control
- Department of Transportation
- National Institute of Standards and Technology.

IV. Interagency Coordination

Response plans for major events, like all hazard plans, need to include all of the first responder agencies that may be asked to play a role in the response or mitigation efforts. Prior planning sessions and meetings with all of the first responder agencies should be a regular part of any jurisdiction's emergency response guidelines. Planners should make sure to include those that are generally considered nontraditional first responder agencies, such as hospitals and public health officials. They can add critical planning information in relation to evacuations and hospital surge capacity that would not normally be known to police representatives.

Key point: Interagency preparedness is the key to effective incident management.

A. Awareness

- Knowledge about the capabilities and gaps of each agency.
- Who is responsible for what at a major scene?
- Division of labor/task management.

B. Training

- What is each agency capable of doing?
- Facilitate cross-training with other disciplines, e.g., law enforcement assisting with mass decontamination efforts.
- Does everyone have the required level of training in the Incident Command System?

Slide 14: Federal Resources

Slide 15: Inter-Agency Coordination

Slide 16: Interagency Preparedness

C. Equipment

- Specialty equipment, e.g., detection equipment, mass-decon supplies.
- Is the equipment that is owned by the various agencies interoperable? Can parts be exchanged? Will filters fit each other's respirators?

D. Resources

- What types of resources can each agency bring to bear in an emergency?
- Use other agencies' contacts to bring in state and federal resources if needed.

E. Planning

- Do the plans from the various agencies conflict with each other? Aim for consistency.
- Are all of the agencies following the NRP and NIMS?

F. Exercises

- Have all of the agencies participated in joint exercises?
- If so, what were the areas that needed improvement? Who was in charge? Consider command and control.
- Have planners practiced for a major event with mass casualties?

In sum, major special events inherently require additional planning and preparation. Assuming the responsibility for securing a large-scale venue in today's culture requires detailed planning and a commitment of the appropriate resources from the local public safety community, the state, and the federal government.

Questions from class?

V. Tabletop Exercise and Student Worksheets

A tabletop exercise was introduced in Module 1 and is used to demonstrate the need for pre-planning for major special events. The instructor should refer the class back to the tabletop exercise, anchoring teaching points to a common theme throughout the course.

Slide 17: Conclusion

Slide 18: Table Top Exercise and Student Worksheets

Students should also work on the “Lessons to Learn” worksheet. The instructor should ask students to spend a few minutes completing this document, which will help them research and gain deeper knowledge about this particular topic.

Students should also work on the “Personal Action Plan” worksheet. This worksheet is designed to help students develop specific steps, actions, or contacts and will help them relate the material to events they are responsible for in their own jurisdictions.

Slide 19: Break