



MGT 335: Event Security Planning for Public Safety Professionals

Participant Guide

September 2013



FEMA



The Rural Domestic Preparedness Consortium (RDPC) was established by Congress and the U.S. Department of Homeland Security (DHS) to develop and deliver relevant all-hazards training in support of rural homeland security requirements. All training delivered by the RDPC is certified by DHS and offered tuition-free to the nation's emergency response community and associated stakeholders. Visit www.ruraltraining.org to view the course catalog and training schedule or call 859-622-8994 for more information.



Eastern Kentucky University/Rural Domestic Preparedness Training Center (EKU) is a regional comprehensive university that enrolls over 16,000 undergraduate and graduate students. The College of Justice & Safety is ECU's Program of Distinction. The College, one of five within the university, has 45 full-time faculty and approximately 1,600 students. The College houses the International Justice & Safety Institute, the Kentucky Center for School Safety, the Justice & Safety Center, and the Training Resource Center, in addition to three academic departments that award degrees in assets protection/security, corrections/juvenile justice, criminal justice, emergency medical care, fire safety, loss prevention and safety, police studies, and homeland security.

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Introduction

Icon Map



Knowledge Check:

Used when it is time to assess the learners' understanding



Hint:

Used to cover administrative items or instructional tips that aid in the flow of the instruction



Key Points:

Used to convey essential learning concepts, discussions and introduction of supplemental material



Example:

Used when there is a descriptive illustration to show or explain

Instructor Note:

Prior to delivery, review this module in its entirety while clicking through the PowerPoint™ presentation. Note that participants will acquire meaningful knowledge, skills, and abilities that can later be applied to the job setting if the instructor acts as a facilitator or process manager rather than a lecturer. As a facilitator, you should read the instructor notes carefully and prepare to elicit audience participation by asking open-ended questions and by facilitating activities, case studies, and role-playing exercises.

When facilitating this course, be mindful of adult learning strategies to include:

- Adults learn in context. For this reason they need to see the big picture of what they will be learning and how things fit together. It is also important for them to understand how what they are learning aligns with or builds on the knowledge they have already acquired

and how their newly acquired knowledge and skill sets will benefit them in their current place of work.

- Adults learn in digestible chunks. Per the old adage, “people cannot drink water from a fire hose,” they need to see processes outlined in a step-by-step method and require frequent summaries.
- Adults learn by doing, not by being told or shown how to do it. They, therefore, will remember more of the content if they are given ample opportunities to kinesthetically apply what they learn through activities, case studies, and role-playing exercises.
- Adults learn best through a balanced variety of methods, media, and activities. As a means of keeping course participants engaged, instructors should act as facilitators, rather than lecturers, using a variety of methods to convey content and enable learners to draw from and share prior knowledge.



Introduction

Event Security Planning for Public Safety Professionals

Course Prerequisites

- IS-100.b – Introduction to the Incident Command System (ICS)
- IS-700.a – National Incident Management System (NIMS), An Introduction

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Event Security Planning for Public Safety Professionals

Target Audience

Public and private sector event security planners, including those representing:

- Local and state law enforcement personnel
- Emergency management
- EMS and fire service
- Local and state public health

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Slide i-3

Course Prerequisites

- IS-100.b – Introduction to the Incident Command System (ICS)
- IS-700.a – National Incident Management System (NIMS), An Introduction

Recommended

- IS-15.b – Special Events Contingency Planning for Public Safety Agencies
- IS-701.a – NIMS Multi-Agency Coordination Systems (MACS)
- IS-702.a – NIMS Public Information Systems
- IS-703.a – NIMS Resource Management
- IS-704 – NIMS Communications and Information Management

Target Audience

This course is targeted toward public and private sector event security planners from small, rural, and remote communities who have a lead or supporting responsibility for event security planning. The audience for this course includes local law enforcement personnel who are often assigned responsibility for coordinating security for planned events, as well as other planners representing emergency management, emergency medical service (EMS), fire service, and public health. State law enforcement and other state officials involved in planning event security in coordination with local personnel are also encouraged to attend this course.



Introduction

Introduction and Course Objectives

This course teaches community leaders and public safety professionals how to plan for event security, a critical part of successful event planning. This is a planning- and management-level course designed to introduce basic principles and skills associated with planning security for a variety of events that range from small events to large-scale, regional events involving personnel from multiple agencies and jurisdictions.

This course enables participants to recognize and plan adequate strategies and security measures to prevent or mitigate incidents. Further, this course uses the all-hazards Threat and Hazard Identification and Risk Assessment (THIRA) approach to: 1) identify threats and hazards; 2) assess risks; and 3) establish planning measures to prevent, protect against, mitigate, respond to, and recover from threats and hazards that pose the greatest risk.

This course is designed to foster a Whole Community approach to event security planning and encourages participation among law enforcement, emergency management, EMS, fire service, and public health personnel, as well as other stakeholders who have a responsibility for security during planned event (e.g., event organizers). The Whole Community approach reinforces the benefits of cross-discipline collaboration in advance planning for event security.

Upon completion of this course, participants will be able to:

- Conduct risk assessments for planned events;
- Plan for event security activities, resources, and organizational structure;
- Plan for contingencies that may occur during the planned event; and
- Develop event security plans and security plan briefings.

Instructor Note:

It is essential that these objectives be met during the course. Review the objectives with the participants.

Event Security Planning for Public Safety Professionals

Course Objectives

- Conduct risk assessments for planned events;
- Plan for event security activities, resources, and organizational structure;
- Plan for contingencies that may occur during the planned event; and
- Develop event security plans and security plan briefings.

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Event Security Planning for Public Safety Professionals

Key Course Benefits

Event security planners will develop the capacity to:

- Identify high risk threats and hazards confronting a planned event and plan activities aimed at reducing those risks; and
- Facilitate the development of an event security plan in coordination with internal and external agencies.

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Slide i-5



Introduction

Core Capabilities

- Access Control and Identify Verification
- Community Resilience
- Critical Transportation
- Infrastructure Systems
- Intelligence and Information Sharing
- Interdiction and Disruption
- On-Scene Security and Protection
- Physical Protective Measures
- Planning
- Public Information and Warning
- Risk and Disaster Resilience Assessment
- Risk Management for Protection, Programs and Activities
- Screening, Search, and Detection
- Situational Assessment
- Threat and Hazard Identification

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References and Tools

In addition to supporting core capabilities, this course leverages and builds upon event security practices published in guides, handbooks, and additional references by the Department of Justice, Department of Transportation, and other authoritative sources. Each module includes a list of references that may be reviewed by participants for additional planning ideas and examples.

The course is also accompanied by a job aid—the Event Security Planning Tool. This software generates a basic event security plan based on information entered by users on threats and hazards, event security activities, and available resources. The plan may be tailored and integrated into other reports related to the event. The tool and an installation tutorial may be downloaded from the Rural Domestic Preparedness Consortium (RDPC) website at: <https://www.ruraltraining.org/>

Core Capabilities and NIMS

This course supports Presidential Policy Directive (PPD) 8: National Preparedness and the following policy documents, which are listed in chronological order by release date:

- National Incident Management System (NIMS), 2008
- National Infrastructure Protection Plan (NIPP), 2009
- National Preparedness Goal (NPG), 2011
- A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action (FDOC 104-008-1 E), 2011
- Threat and Hazard Identification and Risk Assessment Guide (THIRA Guide) – Comprehensive Preparedness Guide (CPG) 201, 2013

The 31 core capabilities listed in the NPG are used by the U.S. Department of Homeland Security (DHS) Federal Emergency Management Agency (FEMA) for measuring progress and developing national preparedness reports each year. This course primarily supports the following core capabilities (in alphabetical order):

- Access Control and Identify Verification
- Community Resilience
- Critical Transportation
- Infrastructure Systems
- Intelligence and Information Sharing
- Interdiction and Disruption
- On-Scene Security and Protection
- Physical Protective Measures
- Planning
- Public Information and Warning
- Risk and Disaster Resilience Assessment
- Risk Management for Protection Programs and Activities
- Screening, Search, and Detection
- Situational Assessment
- Threat and Hazard Identification



Introduction

Core Capabilities and NIMS (Cont.)

Note that this course supports implementation of the National Incident Management System (NIMS), and the introductory courses to NIMS and the Incident Command System (ICS) are listed as prerequisites.

NIMS provides a consistent, flexible, and adjustable national framework in which all entities—government and private—can work together to manage planned events and incidents regardless of their cause, size, location, or complexity. NIMS ensures that all government, private, and non-governmental organizations work together during planned events and domestic incidents. NIMS does this by integrating best practices into a consistent, nationwide, systematic approach to incident management that is applicable to all levels of government, non-governmental organizations (NGOs), the private sector, and across functional disciplines in an all-hazards context.

The modules in this course apply the following five components of NIMS to event security planning.

- I. Preparedness
- II. Communications and information management
- III. Resource management
- IV. Command and management
- V. Ongoing management and maintenance

For example, module 6 introduces command and management concepts and applications of ICS and multiagency coordination system (MACS) components to pre-event planning as well as event operations.

The slide features a header with the U.S. Department of Homeland Security logo and the text 'Event Security Planning for Public Safety Professionals'. The main title is 'National Incident Management System (NIMS)'. Below the title is a bulleted list of NIMS characteristics and components. The slide number 'i-7' is in the bottom right corner.

National Incident Management System (NIMS)

- A consistent, flexible, and adjustable management framework
- Applies to incident response AND planned events
- Five components:
 - I Preparedness
 - II Communications and information management
 - III Resource management
 - IV Command and management
 - V Ongoing management and maintenance

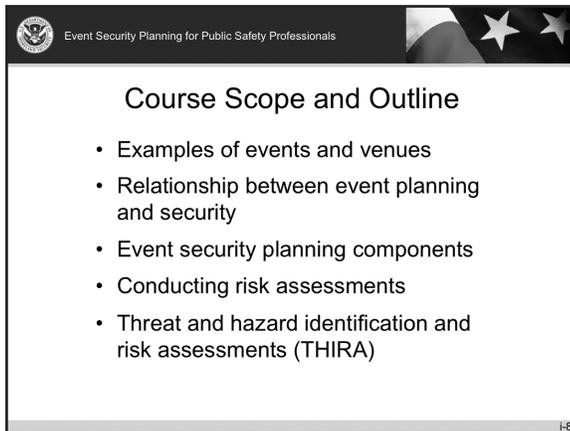
Slide i-7

Instructor Note:

As a refresher, ask participants to describe NIMS and their experiences implementing NIMS in support of planned events and incident response.



Introduction



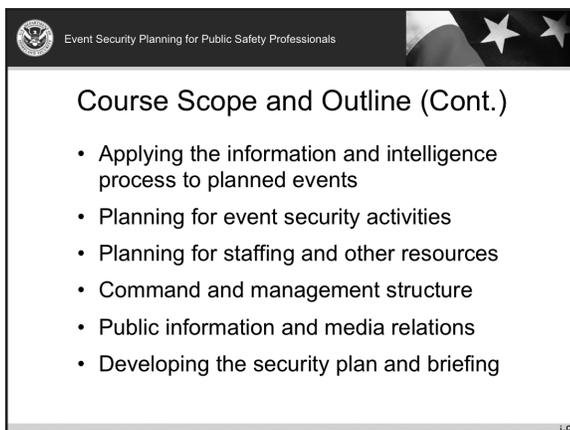
Event Security Planning for Public Safety Professionals

Course Scope and Outline

- Examples of events and venues
- Relationship between event planning and security
- Event security planning components
- Conducting risk assessments
- Threat and hazard identification and risk assessments (THIRA)

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Slide i-8



Event Security Planning for Public Safety Professionals

Course Scope and Outline (Cont.)

- Applying the information and intelligence process to planned events
- Planning for event security activities
- Planning for staffing and other resources
- Command and management structure
- Public information and media relations
- Developing the security plan and briefing

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Slide i-9

Note on Course Structure

It is important for participants to understand that the modules and topics are ordered and structured generally based on a recommended process. For example, the foundations for event security planning are the outcomes from the risk assessment and intelligence processes, which are presented in modules 2 and 3, respectively. Module 4 addresses security activities intended to prevent and mitigate threats and hazards. The remaining modules build from these modules and culminate in the development of the event security plan.

Course Scope and Outline

This is a two-day, 16-hour course designed to help participants understand the components used in planning for security at events conducted in small, rural, and remote communities. Course concepts also apply to large-scale events conducted in metropolitan areas requiring multiagency and multijurisdictional participation.

This course does not provide field-level instruction about security operations; conversely, it is designed as a planning- and management-level course. This course enables participants to recognize and plan adequate strategies and security measures to prevent, protect from, and mitigate security incidents related to planned events. This course reinforces the importance of security planning required to execute a safe and effective event.

The course consists of eight instructional modules and an end-of-course practical exercise that allows participants to apply their knowledge using a simulated environment and scenario. Topics and key elements to be covered in the modules include:

- Examples of events and venues
- Relationship between event planning and security
- Event security planning components
- Conducting risk assessments using the Threat and Hazard Identification and Risk Assessment (THIRA) approach
- Applying the information and intelligence process to planned events
- Planning for event security activities
 - Access management
 - Crowd control
 - Traffic and transportation management
 - Contingency plans and procedures
- Planning for staffing and other resources
- Command and management structure
- Public information and media relations
- Developing the security plan and briefing



Introduction

Course Evaluation Strategy

Each DHS course requires a pre- and post-test as a means of measuring the effectiveness of training from a learning perspective. After the course introduction is complete, each participant will take a pre-test. There is no pass/fail for the pre-test; it is intended to gauge participants' understanding of the material. At the end of the course, each student will be required to take the post-test. In order to receive a course completion certificate, students must score a 70% or better on the post-test. Should remediation be necessary, the instructor will provide additional instruction in any problem areas, and the student will be allowed to take the test again.

Classroom participation is evaluated by the instructor(s) throughout the course and they will assess your participation in the classroom during discussions as well as how you interact with other students. The end-of-course exercise is another class participation evaluation tool. In this exercise, students will break into groups to develop a security plan surrounding a fictitious scenario and will present a security briefing based on their plan.

Also at the end of the course, a standard DHS FEMA course evaluation form will be provided to participants to measure reaction (e.g., did you find the content favorable?, did it meet your expectations?). Finally, the RDPC commonly implements a questionnaire to participants months after completing the course to assess the transfer of knowledge, skills, and abilities. For example, did you apply what you learned during the course for planning security for a community event?

Instructor Note:

Provide participants with an overview of the course evaluation strategy. Let them know that if they remain engaged throughout the course and open themselves up to new ideas and information, they should have no difficulty passing the post-test.

Slide i-10: Course Evaluation Strategy

- Course pre- and post-test
- Observation of student participation during each module
- Participation in fictional scenario activities and discussion
- Review of case studies throughout while being observed and evaluated based on input

Slide i-10

Slide i-11: Course Evaluation Strategy (Cont.)

- Level 1 (Reaction): DHS FEMA Course Evaluation Form
- Level 2 (Learning): Pre- and Post-Test
- Level 3 (Transfer): Post-Course Questionnaire

Slide i-11



Introduction

Course Agenda: Day One	
8:00 AM - 9:00 AM Introduction, Administration, and Pre-test	8:12:30 PM - 1:30 PM Lunch
9:00 AM - 10:00 AM Module 1: Event Planning and Security	1:30 PM - 3:00 PM Module 4: Event Security Activities
10:00 AM - 11:30 AM Module 2: Risk Assessments	3:00 PM-4:30 PM Module 5: Staffing and Logistics
1:30 AM - 12:30 PM Module 3: Information and Intelligence	4:30 PM-5:00 PM Review

Slide i-12

Course Agenda: Day One

8:00 AM - 9:00 AM

Introduction, Administration, and Pre-test

9:00 AM - 10:00 AM

Module 1: Event Planning and Security

10:00 AM - 11:30 AM

Module 2: Risk Assessments

11:30 AM - 12:30 PM

Module 3: Information and Intelligence

12:30 PM - 1:30 PM

Lunch

1:30 PM - 3:00 PM

Module 4: Event Security Activities

3:00 PM - 4:30 PM

Module 5: Staffing and Logistics

4:30 PM - 5:00 PM

Review

Instructor Note:

Provide course participants with an overview of the agenda. Let them know that breaks will be taken as needed. Assign someone in the room to let you know when the class is ready for a break. Let participants know whether or not lunch will be provided. If lunch is not provided, provide participants with a list of nearby restaurants.



Introduction

Course Agenda: Day Two

8:00 AM - 9:00 AM

Module 6: Command and Management

9:00 AM - 10:00 AM

Module 7: Public Information and Media Relations

10:00 AM - 11:00 AM

Module 8: Security Plan and Briefing

11:00 AM - 12:15 PM

Module 9: Practical Exercise

12:15 PM - 1:00 PM

Lunch

1:00 PM - 3:30 PM

Module 9: Practical Exercise (Cont.)

3:30 PM - 4:30 PM

Post-test and Evaluation

4:30 PM - 4:45 PM

Conclusion and Adjourn

Course Agenda: Day Two	
8:00 AM-9:00 AM Module 6: Command and Management	12:15 PM- 1:00 PM Lunch
9:00 AM-10:00 AM Module 7: Public Information and Media Relations	1:00 PM-3:30 PM Module 9: Practical Exercise (Continued)
10:00 AM-11:00 AM Module 8: Security Plan and Briefing	3:30 PM-4:30 PM Post-test and Evaluation
11:00 AM-12:15 PM Module 9: Practical Exercise	4:30 PM-4:45 PM Conclusion and Adjourn

Slide i-13



Introduction

Event Security Planning for Public Safety Professionals

Introduction

Facilities

- Bathrooms
- Fire Exits
- Beverages

Breaks

- Frequency and Duration

Course Learning Aides

- Handouts
- Easel Pad Paper

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Slide i-14

Event Security Planning for Public Safety Professionals

Introduction

Instructor's Expectations

- Share your knowledge and experiences.
- Be an active participant.
- Open yourself up to new ideas and information.
- Be respectful of others.

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Slide i-15

Facilities

- Bathrooms
- Fire Exits
- Beverages

Breaks

- Frequency and Duration

Course Learning Aides

- Handouts
- Easel Pad Paper

Instructors' Expectations

- Share your knowledge and experiences.
- Be an active participant.
- Open yourself up to new ideas and information.
- Be respectful of others.

Instructor Note:

Point out bathrooms, fire exits, and the location of coffee, water, and vending machines. Provide participants with your expectations in terms of class participation and respectful dialog among participants. Provide participants with all learning aides that will be used throughout the course.



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Module 1

Event Planning and Security





MODULE 1: Event Planning and Security - Administration Page

Duration

This module is 1 hour in duration.

Scope Statement

This module will provide students with an overview of event planning and the relationship between event planning and security. Additional topics include the roles and responsibilities of the security planner and committee, and the components that comprise an event security plan.

Terminal Learning Objectives (TLO)

Students will be able to outline the components of planned events and relate them to event security planning. In addition, students will be able to identify and explain the roles and responsibilities of the event security planner and committee in the execution of a planned event.

Enabling Learning Objectives (ELO)

- 1-1. List common characteristics of planned events.
- 1-2. Provide examples of planned events.
- 1-3. Name stakeholders and organizations often involved in event planning and event security planning.
- 1-4. List the key components of event security planning.
- 1-5. Summarize the roles and responsibilities of the event security planner.
- 1-6. Describe the purposes of the event security committee and subcommittees.
- 1-7. In the context of a case study, examine security planning measures used to prevent and mitigate impacts of incidents.

Resources

- Participant guide
- Laptop projector and projector screen
- Slide presentation
- A room that seats 40

Instructor to Participant Ratio

Preferred instructor to student ratio is 1:20-30

Practical Exercise (PE) Statement

This module contains a case study designed to exemplify the components of a planned event and elicit a discussion pertaining to security planning measures that should be implemented to lessen the overall risk to a local event.

Assessment Strategy

- Observation of student participation
- Instructor facilitated verbal review of the module content



MODULE 1: Event Planning and Security - Administration Page

Reference List

- CNA Institute for Public Research. (2013, May). *Managing Large-Scale Security Events: A Planning Primer for Local Law Enforcement Agencies (Grant No. 2012-ZC-BX-K001 awarded by the Bureau of Justice Assistance)*. Alexandria, VA: CNA Institute for Public Research. Retrieved from: <https://www.bja.gov/Publications/LSSE-planning-Primer.pdf>
- Connors, E. (2007, March). *Planning and Managing Security for Major Special Events: Guidelines for Law Enforcement (Office of Community Oriented Policing Services, U.S. Department of Justice)*. Alexandria, VA: Institute for Law and Justice.
- Federal Emergency Management Agency. (2005, March). *Special Events Contingency Planning: Job Aids Manual*. Washington, DC: Federal Emergency Management Agency.
- Federal Emergency Management Agency. (2011, December). *A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action (FDOC 104-008-1)*. Washington, DC: Federal Emergency Management Agency. Retrieved from: <http://www.fema.gov/whole-community>
- Lane, P., & Quan, D. (2009, August 2). 1 Killed, 15 Hurt in Alberta Stage Collapse. CNN.com/World. Retrieved from: http://www.cnn.com/2009/WORLD/americas/08/02/canada.stage.collapse/index.html?eref=rss_showbiz&utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+rss%2F+cnn_showbiz+%28RSS%3A+Entertainment%29&utm_content=Google+Feedfetcher
- Sherwood, C.W. (1998, August). Security Management for a Major Event. *FBI Law Enforcement Bulletin*, 67(8), 9-16. Retrieved from: <http://www.cops.usdoj.gov/files/ric/CDROMs/GangCrime/pubs/BostonsOperationNightLight.pdf>
- Shuster, R.D. (2003, February). Security Strategies for Special Events. Retrieved from: http://specialevents.com/mag/meetings_security_strategies_special/



Module 2

Risk Assessments





MODULE 2: Risk Assessments - Administration Page

Duration

This module is 1.5 hours in duration.

Scope Statement

This module emphasizes the importance of risk assessment in event security planning. It provides an introduction to risk assessments using commonly accepted qualitative and quantitative methods for identifying threats/hazards, vulnerabilities, and potential impacts/consequences. The process culminates in the application of measures intended to reduce risks to event attendees, facilities, and other assets.

Terminal Learning Objectives (TLO)

Using the Threat and Hazard Identification and Risk Assessment (THIRA) process, students will be able to identify threats/hazards, vulnerabilities, and impacts facing planned events and use risk assessment as a means to strengthen capabilities in the prevention, protection, and mitigation mission areas.

Enabling Learning Objectives (ELO)

- 2-1. Describe the purpose of the CPG 201: Threat and Hazard Identification and Risk Assessment (THIRA) guide.
- 2-2. List examples of threats/hazards, vulnerabilities, and impacts/consequences.
- 2-3. List the benefits of a comprehensive risk assessment.
- 2-4. List and describe the four-step THIRA process.
- 2-5. Using the THIRA process, summarize conditions under which possible threats and hazards could occur during a planned event.
- 2-6. Demonstrate the ability to calculate risk using the risk assessment model $R = T/H \times V \times I/C$.
- 2-7. Using the THIRA process, assess how each threat and hazard may impact a planned event and identify the core capabilities needed to manage risks.

Resources

- Participant guide
- Laptop projector and projector screen
- Slide presentation
- A room that seats 40

Instructor to Participant Ratio

Preferred instructor to student ratio is 1:20-30

Practical Exercise Statement

Students will complete a risk assessment using a blank risk assessment form provided in the participant guide.

Assessment Strategy

- Observation of student participation
- Instructor facilitated verbal review of module content



MODULE 2: Risk Assessments - Administration Page

Reference List

- Bennett, B. T. (2007). *Understanding, Assessing, and Responding to Terrorism: Protection Critical Infrastructure and Personnel*. Hoboken, NJ: John Wiley and Sons.
- Connors, E. (2007, March). *Planning And Managing Security For Major Special Events: Guidelines for Law Enforcement (Office of Community Oriented Policing Services, U.S. Department of Justice)*. Alexandria, VA: Institute for Law and Justice.
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- U.S. Department of Homeland Security. (2012, April). *Comprehensive Preparedness Guide (CPG) 201: Threat and Hazard Identification and Risk Assessment (THIRA) (Supplement 1: Toolkit)*. Washington, DC: U.S. Department of Homeland Security. Retrieved from: <http://www.fema.gov/media-library/assets/documents/26338?fromSearch=fromsearch&id=5825>
- U.S. Department of Homeland Security. (2013, August). *Comprehensive Preparedness Guide (CPG) 201: Threat and Hazard Identification and Risk Assessment (THIRA), Second Edition*. Washington, DC: U.S. Department of Homeland Security. Retrieved from: <http://www.fema.gov/threat-and-hazard-identification-and-risk-assessment>
- U.S. Department of Homeland Security. (2009). *National Infrastructure Protection Plan*. Washington, DC: U.S. Department of Homeland Security. Retrieved from: http://www.dhs.gov/xlibrary/assets/NIPP_Plan.pdf



Module 3

Information & Intelligence





MODULE 3: Information & Intelligence - Administration Page

Duration

This module is 1 hour in duration.

Scope Statement

The purpose of this module is to provide course participants with an approach for identifying potential threats and hazards prior to an event. This module presents awareness-level concepts with particular emphasis on maintaining an ongoing two-way flow of information between security personnel and intelligence analysts throughout the six phases of the intelligence process.

Terminal Learning Objectives (TLO)

Students will be able to describe the basic concepts of intelligence, reflect on their organization's intelligence capability, and identify resources available to prevent and mitigate criminal activity and terrorism.

Enabling Learning Objectives (ELO)

- 3-1. Summarize the role of the security planner in dealing with intelligence for planned events.
- 3-2. Describe two components of intelligence-led policing (ILP).
- 3-3. Categorize a list of items, acquired by local security planners, as either "information" or "intelligence".
- 3-4. Given a potential threat, select information or intelligence sources that could be used by security planners in preventing or mitigating the threat.
- 3-5. Name and describe the six phases of the intelligence cycle.
- 3-6. Frame a scenario in the context of the six phases of the intelligence cycle and examine the security planner's role during each of the phases.

Resources

- Participant guide
- Laptop projector and projector screen
- Slide presentation
- A room that seats 40

Instructor to Participant Ratio

Preferred instructor to student ratio is 1:20-30

Practical Exercise Statement

Students will participate in class discussions and facilitated review of the module content.

Assessment Strategy

- Observation of student participation
- Instructor facilitated verbal review of the module content

Reference List

Carter, D.L. (2009). *Law Enforcement Intelligence: A Guide for State, Local, and Tribal Law Enforcement Agencies, Second Edition (through funding provided by the U.S. Department of Justice Office of Community Oriented Policing Services)*. East Lansing, MI: Michigan State University. Retrieved from: <http://it.ojp.gov/docdownloader.aspx?ddid=1133>

Clouse, T. (2011, January 20). Downtown bomb linked to hate crimes. *The Spokesman-Review*. Retrieved from: <http://www.spokesman.com/stories/2011/jan/20/bomb-linked-to-hate-crimes/>



MODULE 3: Information & Intelligence - Administration Page

- Geranios, N.K. (2011, September 7). Man pleads guilty to Spokane MLK parade bomb. *The Seattle Times*. Retrieved from: http://seattletimes.com/html/localnews/2016132608_apusmlkparadeexplosives.html
- Global Justice Information Sharing Initiative. (2003, October). *The National Criminal Intelligence Sharing Plan*. Washington, DC: U.S. Department of Justice Office of Justice Programs. Retrieved from: http://it.ojp.gov/documents/NCISP_Plan.pdf
- Global Justice Information Sharing Initiative. (2008). *Guidelines for Establishing and Operating Gang Intelligence Units and Task Forces*. Washington, DC: U.S. Department of Justice Office of Justice Programs. Retrieved from: <http://it.ojp.gov/docdownloader.aspx?ddid=1058>
- Global Justice Information Sharing Initiative. (2009, April). *Navigating Your Agency's Path to Intelligence-Led Policing*. Washington, DC: U.S. Department of Justice Office of Justice Programs. Retrieved from: <http://it.ojp.gov/docdownloader.aspx?ddid=1082>
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Module 4

Event Security Activities





MODULE 4: Event Security Activities - Administration Page

Duration

This module is 1.5 hours in duration.

Scope Statement

This module will provide students with information on security activities that are common to planned events and serve as the foundation for developing an event security plan. In support of meeting security objectives and capability targets, these activities include access management and infrastructure protection, crowd control, and traffic and transportation management. The module also introduces students to a variety of contingency plans and procedures that, if identified as a result of the risk assessment process, should be addressed in the security plan.

Terminal Learning Objectives (TLO)

Each participant will be able to explain common security activities for planned events, and identify planning considerations for each type of activity and types of contingency plans and procedures that should be addressed in the security plan.

Enabling Learning Objectives (ELO)

- 4-1. List ways in which planned events impact law enforcement responsibilities and resources in comparison to more routine operations.
- 4-2. Identify the three security activities that are common for all planned events.
- 4-3. Identify the three layers of security and explain the purpose of each layer.
- 4-4. List the types of events that may require special crowd control planning to prevent and/or mitigate the impact of unrest, clashes, and/or violence.
- 4-5. Identify types of protestor tactics.
- 4-6. Identify impact factors for traffic and transportation planning.
- 4-7. Explain what the Site Access and Parking Plan and Pedestrian Access Plan address.
- 4-8. Give examples of contingency plans and procedures in a given situation.

Resources

- Participant guide
- Laptop projector and projector screen
- Slide presentation
- A room that seats 40



MODULE 4: Event Security Activities - Administration Page

Practical Exercise Statement

Students will have an opportunity to apply course concepts to a notional planned event.

Instructor to Participant Ratio

Preferred instructor to student ratio is 1:20-30

Assessment Strategy

- Observation of student participation
- Instructor facilitated verbal review of module content

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Module 5

Staffing and Logistics





MODULE 5: Staffing and Logistics - Administration Page

Duration

This module is 1.5 hours in duration.

Scope Statement

This module explores the staffing and resources needed to support event security objectives, operations, and capability targets. The focus of the module is on the determination of staffing levels as well as the acquisition of additional personnel (e.g., private security, volunteers, specialty security services) and resources (e.g., equipment, vehicles) from external sources.

Terminal Learning Objectives (TLO)

Students will be able to determine the need for staffing and additional resources (e.g., equipment, vehicles) for accomplishing critical security tasks and to evaluate options for acquiring internal and external resources.

Enabling Learning Objectives (ELO)

- 5-1. Describe the capabilities-based planning process for identifying resource needs.
- 5-2. Identify components of staffing and logistics for an event security plan.
- 5-3. Identify issues that commonly surface when investigating use of internal resources for planned events.
- 5-4. Identify advantages and limitations associated with the use of private security, volunteers, and specialty security services for augmenting security personnel.
- 5-5. List the components of a communications plan.
- 5-6. List applications of decision support software in support of event security.
- 5-7. List prevention and protection systems that are commonly acquired and deployed in support of event security.

Resources

- Participant guide
- Laptop projector and projector screen
- Slide presentation
- A room that seats 40

Practical Exercise Statement

Students will have an opportunity to apply course concepts and assess staffing and resource needs for event security tasks.

Instructor to Participant Ratio

Preferred instructor to student ratio is 1:20-30

Assessment Strategy

- Observation of student participation
- Instructor facilitated verbal review of module content



MODULE 5: Staffing and Logistics - Administration Page

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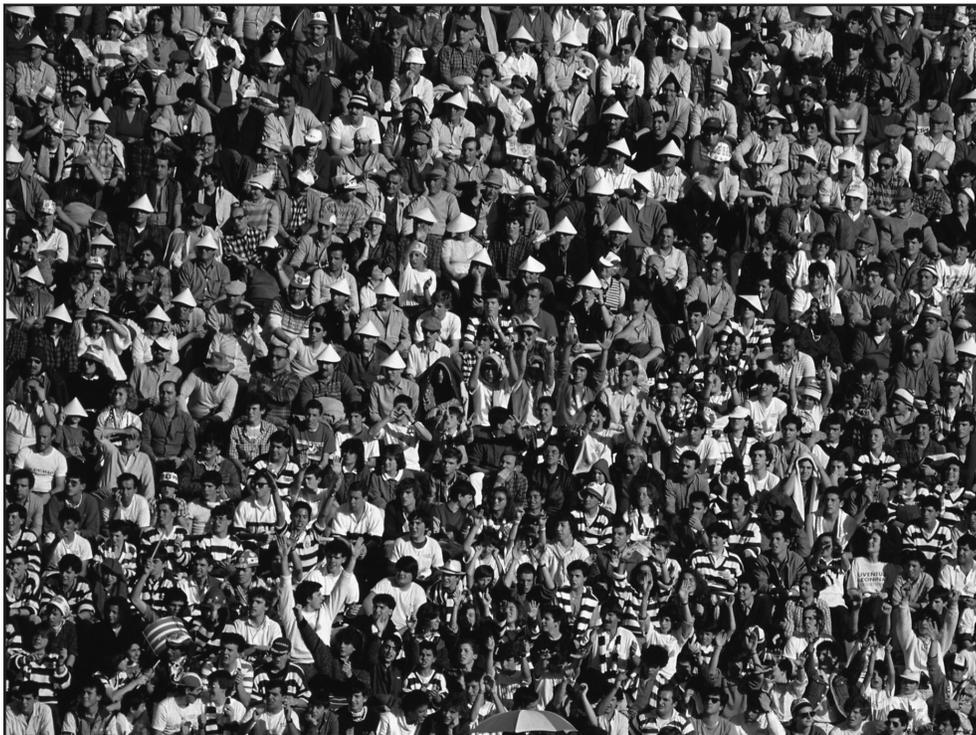
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Module 6

Command and Management





MODULE 6: Command and Management - Administration Page

Duration

This module is 1 hour in duration.

Scope Statement

This module provides an overview of command and management concepts, including the Incident Command System (ICS), and the application of the concepts to a planned event and incidents that occur during the event. Planning for events presents many challenges that may not be inherent with other more routine law enforcement activities, such as the need for multiagency coordination and response to multiple event incidents. Components of the ICS and Multiagency Coordination System (MACS) may be applied to a planned event to support the prevention or mitigation of incidents, as well as to promote effective planning and coordination before the planned event. The Public Information function is addressed in the following module.

Terminal Learning Objectives (TLO)

At the end of this module, participants will be able to explain the application of command and management concepts and structures to event security planning and operations.

Enabling Learning Objectives (ELO)

- 6.1 List benefits associated with using ICS for managing event security, including applications of ICS during both the planning and operational phases.
- 6.2 Apply the 14 management characteristics of ICS to a planned event.
- 6.3 List and describe the basic ICS functions, including Command and General Staff positions.
- 6.4 Identify possible configurations of the Information and Intelligence function within the ICS structure for a planned event and list benefits for each configuration.
- 6.5 Identify MACS components and types of facilities that provide support to the Event Command.
- 6.6 Demonstrate the ability to apply ICS to multiple types of events and establish ICS positions for an incident at a planned event.

Resources

- Participant guide
- Laptop projector and projector screen
- Slide presentation
- A room that seats 40

Instructor to Participant Ratio

Preferred instructor to student ratio is 1:20-30

Practical Exercise Statement

Given a scenario and blank ICS chart provided in the module, students will apply ICS to an incident at a planned event and complete an ICS chart.

Assessment Strategy

- Observation of student participation
- Instructor facilitated verbal review of the module content



MODULE 6: Command and Management - Administration Page

Reference List

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Module 7

Public Information and Media Relations





MODULE 7: Public Information and Media Relations - Administration Page

Duration

This module is 1 hour in duration.

Scope Statement

This module addresses the role of public information and media relations in security planning for an event. It emphasizes the importance of disseminating both security information and general information about the event.

Terminal Learning Objectives (TLO)

Students will be able to explain the importance of the public information function and media relations in planning security for events and assess public information needs and dissemination strategies both in preparation for and during an event.

Enabling Learning Objectives (ELO)

- 7-1. Identify public information officer (PIO) responsibilities.
- 7-2. List key elements of a joint information system and a joint information center.
- 7-3. Identify information the public will need before and during an event.
- 7-4. List methods for keeping the public informed.
- 7-5. Describe ways to use social media for event security.
- 7-6. Identify best practices for dealing with the media during an incident.

Resources

- Participant guide
- Laptop projector and projector screen
- Slide presentation
- A room that seats 40

Instructor to Participant Ratio

Preferred instructor to student ratio is 1:20-30

Practical Exercise Statement

Students will participate in class discussions and facilitated review of the module content.

Assessment Strategy

- Observation of student participation
- Instructor facilitated verbal review of the module content



MODULE 7: Public Information and Media Relations - Administration Page

Reference List

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Module 8

Security Plan and Briefing





MODULE 8: Security Plan and Briefing - Administration Page

Duration

This module is 1 hour in duration.

Scope Statement

The written security plan and security brief are important tools for orienting others to the security considerations surrounding planned events. This module provides a framework for the security plan and protocols for briefing components of the plan to the event planning committee and security personnel.

Terminal Learning Objectives (TLO)

Participants will be able to identify and explain the components of a written security plan and prepare a security plan and briefing for the event planning committee and security personnel.

Enabling Learning Objectives (ELO)

- 8-1. Explain why a written security plan is important.
- 8-2. Give examples of data elements commonly provided in the event overview section.
- 8-3. List two examples of types of operating directives commonly found in the operations section of the plan.
- 8-4. Identify internal and external components of an event security plan.
- 8-5. Give examples of information found in written security plans relating to the management of fire and EMS emergency vehicles.
- 8-6. Categorize briefings as either “executive” or “operations.”
- 8-7. Give examples of briefing protocols that will help strengthen a briefing.

Resources

- Participant guide
- Laptop projector and projector screen
- Slide presentation
- A room that seats 40

Instructor to Participant Ratio

Preferred instructor to student ratio is 1:20-30

Practical Exercise Statement

Students will participate in class discussions and facilitated review of the module content.

Assessment Strategy

- Observation of student participation
- Instructor facilitated verbal review of module content



MODULE 8: Security Plan and Briefing - Administration Page

Reference List

- Connors, E. (2007, March). *Planning And Managing Security For Major Special Events: Guidelines for Law Enforcement (Office of Community Oriented Policing Services, U.S. Department of Justice)*. Alexandria, VA: Institute for Law and Justice.
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Module 9

Practical Exercise





MODULE 9: Practical Exercise – Administration Page

Duration

This module is 3.75 hours in duration.

Scope Statement

This group exercise will allow students to incorporate and utilize the learning objectives, knowledge, and information presented to the students during modules 1-8. The scenario is a model that represents the activities, responsibilities, and challenges that will confront security planners when developing a security plan for events. As such, this module will conclude with an opportunity for students to develop and brief an event security plan.

Terminal Learning Objective (TLO)

Given an event scenario, students acting as part of a security committee will be able to analyze situational and security requirements in order to formulate an event security plan and provide a briefing on the plan.

Enabling Learning Objectives (ELO)

- 9-1. Using critical thinking and problem solving techniques, analyze the security environment for a planned event.
- 9-2. As a member of a security committee, develop and recommend a security plan solution.
- 9-3. Prepare and present a security plan briefing.

Resources

- Participant guide
- Laptop projector and projector screen
- Slide presentation
- A room that seats 40

Instructor to Participant Ratio

Preferred instructor to student ratio is 1:20-30

Practical Exercise Statement

Students will be provided a fictional scenario and, acting as part of a security planning committee, develop a security plan and security briefing related to the environment surrounding the exercise scenario.

Assessment Strategy

- Observation of student participation
- Instructor facilitated verbal review of the security plan briefing.

Reference List

There are no references provided for this module.