LOS ANGELES POLICE DEPARTMENT
DISPATCHER, TACTICAL DISPATCH BASIC CONCEPTS
Expanded Course Outline
1850-24094

Instructional Course Goal: The goal of this course is to provide all dispatchers with an introduction to tactical dispatch and skills they can use in a tactical response type incident and/or assist a tactical dispatcher.

Performance Objective: Using lecture, Video and Easel Chart students will comprehend the functions and expectations of a Tactical Dispatcher.

I.   INTRODUCTIONS AND COURSE OVERVIEW   **(30 MINUTES)**

    A. Introduction(s)
       1.   Training Cadre Instructors
       2.   Distribute POST Roster
    B. Course Overview
       1.   What to expect this morning
          a.   What we know and need to know about Tactical Dispatching
          b.   Incident and Tactical Dispatching how are they similar/different
          c.   Tactical Incident Dispatching in the Communications Center
             1)   Resources and Equipment Necessary for Tactical Incident
             2)   Outside Agencies
             3)   Tracking Resources
          d. Communications personnel is typically the first point of contact
             1)   Exception- Planned or viewed activity
             2)   First contact with victim
             3)   First contact with suspect
          e.   Initial Resource Management
             1)   Mutual Aid
             2)   Equipment needs
             3)   Other Agencies
          f.   Documentation to be completed for Tactical Incident
             1)   Standardized use of forms and check lists
             2)   Access method for forms
          g. Personnel accountability
             1)   Commitment to overall incident outcome
             2)   Special skills
          h. Setting up Perimeter (for exercise purpose only) at termination of vehicle pursuit
             1)   Given Scenario/Perimeter
             2)   Scene Support
             3)   Command Post
          i.   Communications working Field Operations at the Command Post
             1)   Initial Command Post Set-Up
             2)   Personnel Accountability
             3)   Dispatcher in the role of a Scribe
             4)   Other Agencies responding to Incident
             5)   Radio Responsibilities
             6)   Mobilizing
             7)   Demobilizing
          j.   Types of Incidents
             1)   Planned
             2)   In-Progress

    2. What to expect this afternoon
      a. Background information needed for Tactical Incident
         1) Checklists/Forms Used
         2) Action Logs Used
         3) Personnel
         4) Resources
            a) In house databases
            b) California Law Enforcement Telecommunications System (**CLETS**)
      b. Assessment Forms and Specific Use
         1) Threat Condition
         2) Situation Assessment
         3) Diagram
         4) Incident Log
         5) Sniper Log
         6) Deployment Chart
      c. Equipment for Tactical Team
         1) Tactical Dispatcher's Go-Bag and its contents
         2) Common Sworn Tactical Team Equipment
         3) Command Post
      d. Communicating during a Tactical Incident
         1) Radio
         2) Telephone
         3) Common Procedures
         4) Incident Command Post (ICS)
         5) Working with other Agencies
      e. Potential Problems/Critical Problem Solving
         1) Emotional Impacts
         2) Equipment
         3) Communications
         4) Personnel
         5) Media Issues
  3. Logistics
      a. Breaks
      b. Lunch
      c. Restrooms
      d. Exits

C. **LEARNING ACTIVITY - Student Introduction/Ice Breaker**

  Purpose: Provide students with an opportunity to get acquainted and to introduce themselves to the rest of the class. Allow for networking between students and students will feel comfortable and build a team within the group.

  Procedure: Group Activity

In the classroom:
- Class will form groups of 4-6 students.
- Provide each group with a piece of easel chart paper.

Framing the activity.
Look around – look at all the experience in the room. The real knowledge in this classroom is amongst all of you. Let's bring out some of that experience.

The instructor will display Power Point "Have you implemented Tactical Dispatching, but just didn't' know it?" and slide with photos of various incidents - Allow a couple of minutes for the students to provide input if any.

Groups will discuss "What is jumping out at you?"

- Each group will select a scribe and a presenter to present the group findings to the class.
- On the top of the easel chart, circle the table's total number of combined years on the job. (add each group member's years of experience)
- Students will list 2-3 expectations from this course.
- In their groups, students will share a critical or memorable incident that they were a part of - in any role.
- Through the process of discussion, students will decide which "**One**" incident to share with the class. Title your **Incident**
- Instructor will call on the presenter of each of the groups to share their findings in a 5-7minute facilitation.

Explain: In your groups each of you will discuss a critical incident or memorable event and decide which "**One**" incident you will share with the class and title your Incident.
Display the prepared easel chart with an example of what their easel chart should look like after their group discussion. (Use primary and backing Instructors combined years in the example)
Sample chart shall include:
- Total number of combined years on the job
- 2-3 expectations of the class
- Title of their incident/event

Discuss: What are your questions?

Have the groups discuss for 7 minutes. Debrief the student introductions - The presenter will share with the entire class. Instructor will debrief the activity:
- Start with the amount of years combined in the group at each table.
- Debrief the expectations by pointing out similarities and differences to avoid redundancy.
- Debrief the "Incident"
  - What was your role in the event?
  - What experience prepared you for the incident?
  - What were some of the lessons learned from that incident? What worked or didn't work in the management of the critical incident presented?

II. TACTICAL/INCIDENT DISPATCHING   (1 Hour)

LEARNING ACTIVITY– Mind Map

Purpose: Reflecting back on all the experience in the room, what type of incidents are dispatchers involved in at the Communications Center. Students will categorize each type of incident.

Procedure: INSTRUCTOR/CLASS ACTIVITY

The instructor will display PowerPoint with multiple incidents/collage and pre-set white board with "Tactical Dispatch Concepts" as the title and 3 larger circles from left to right. Categorize each type of event/incident into the individual circles – DO NOT label circles yet), categories will be: Suspect Initiated, Natural/Acts of Nature, Pre-planned events
- How would we categorize these events? How were these incidents initiated? (label each circle with the 3 categories).
- How does a PSD get involved on a pre-planned event? Officers know they will be conducting a search, marathon, or football games, there is planning involved. They know the number of officers and what resources they will need. (They want an RTO on the frequency)
- On a natural event do PSD's respond? (it's happening in the center, receiving 911 calls). Natural disasters (major fires, earthquake, floods, metro crash)
- On barricaded suspect, how does a PSD get involved? (911 call, RTO/Help, BCC, Perimeter) it's happening in the center.
- Are we missing anything? Is there anything we can add? Could we agree that this reflects our current involvement with these types of calls in the dispatch center?
- So, tell me, at what point do you feel (PSD's) would be deployed to a CP on a barricaded suspect, natural disaster or pre-planned event?
- The incident evolves
                        - Becomes larger
                        - Duration
- Perimeter
- In more than one place (i.e. Dorner)
- Static meaning officers are standing back waiting for SWAT
- Units all on a tac frequency
- Using more resources
- Taking all these factors into consideration, the question becomes – What is Tactical Dispatching? –Would anyone like to share –at this point -What their interpretation of Tactical Dispatching is?
- The answer could be different for each one of us. Today our journey will take us thru the process to discover what this could be for us. It is up to us individually, as a group, as a team, as a division and a department to define what tactical dispatching is for our department. Today we are launching the 1st Tactical Dispatch Concepts course

A. **LEARNING ACTIVITY – What we know and need to know about Tactical Dispatching**
"Bringing the Power of the Dispatcher to the Command Post."

Purpose: This activity is utilized to measure the various levels of tactical dispatching and tactical operations knowledge students bring to the class. This activity is used to acknowledge what students know and what learning will need to take place during the course.

Instructor's Note: This activity is meant for the instructor to gage the knowledge the student brings to the class regarding tactical dispatch, not to teach or cover the content in length. This activity will only identify the topics, which will be discussed in more detail later in the course.

Procedure: Group Activity

1. Provide class with a scenario that will require a tactical response.
2. **Show:** Domestic Violence Case Study#1[1] (1 min 42 secs) - Officer responding to a domestic violence call. As the officer approaches the residence on foot, the male suspect inside the residence shoots the officer. The officer falls to the ground. The suspect barricades himself in the residence with his female hostage.
3. Class divides into four groups.
4. Advise groups that the tactical team is responding and provide the groups with the assignments below.
5. Groups are given 10 minutes to complete their assignments and report back to the entire class.
   Group 1 – assigned a tactical bag the tactical dispatcher will bring with them to the scene. Group 1 will work together to decide what the tactical dispatcher should have in their bag. Group members will use 3x5 cards or Post-It notes to represent items in the bag. If an actual tactical bag is not available, a picture of a bag or a drawing on an easel chart can substitute.
   Group 2 – will be the dispatchers who are on duty when the incident takes place. Group 2 will prepare a list of everything they will want to do prior to a tactical team or other responding.
   Group 3 – will also be the dispatchers who are on duty when the incident takes place. Group 3 will prepare a briefing of the situation for the tactical dispatchers. They will write key points to their briefing on an easel chart.
   Group 4 – will step into the Tactical Commanders shoes and prioritize a list of what the commander wants to know about the situation. They will document this information on an easel chart.

B. Students present their finding to the entire class.
C. De-brief the individual group findings. Ask the following questions only if the content was not included in the group findings. This activity is meant to reveal the topics related to tactical dispatching, the content will be further flushed out in later parts of the course.
   1. ASK: What are the Tactical Dispatch Team Responsibilities in your assigned role?
      a. Have all required equipment ready to go.

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[1] POST Learning Portal Tactical Dispatch Concepts Learning Activity #2 Case Study

    b. Support the Tactical Incident Commanders & Assist with the Tactical Incident
    c. Gather intelligence information
        1) Gather critical intelligence through various communication systems
            a) California Law Enforcement Telecommunications System (**CLETS**)
            b) Criminal Justice Information System (**CJIS**)
            c) Department of Motor Vehicles (**DMV**)
            d) National Crime Information Center (**NCIC**)
            e) National Law Enforcement Telecommunications System (**NLETS**)
            f) Oregon Law Enforcement Data System (**LEDS**)
            g) Network Communications System (**NECS**)
        2) Public Utilities and City entities
            a) Department of Water and Power to confirm power is on at location
            b) Phone company to obtain possible landline number to location
            c) City Records to confirm owner or tenant occupied location
            d) City Records for interior configuration of location
        3) Additional internet resources
    d. Brief personnel and supervision
        1) Initial Incident utilizing Incident Command System form
        2) During Incident at scheduled briefing meetings
        3) Transferring incident status to on-coming personnel
    e. Documentation of the incident
        1) Maintain an incident log through CAD
        2) Utilizing appropriate ICS forms
2. ASK: What information needs to be gathered/disseminate and organized?
    a. Gathering and plotting intelligence
        1) Initial 9-1-1 call information
            a) Location on CAD and map
            b) Suspect information on CAD and map
            c) Weapon information on CAD and map
        2) Previous calls (Computer command utilized to view previous incident)
            a) History of calls at location
            b) Type of incidents at location
    b. Confirmation of information
        1) Victim confirming information
        2) Police officers at scene confirming information
    c. Sources of Information
        1) 9-1-1 Calls
        2) Automated Number Information (ANI)/Automated Location Information (ALI)
        3) Outside agencies
    e. Disseminate information
        1) Common Terminology to minimize miscommunication
        2) Public Information Officer
3. ASK: What will the Communicating Plan be within Communications and with CP?
    a. Radio channel assignment
        1) Integrated Communications
            a) Common Communications Plan with all involved agencies
            b) Interoperable communications processes and architectures
        2) Base frequency of incident
        3) Tactical frequencies assigned to each operation

    4) CP assigned frequencies
    5) Document radio assignments on Incident Radio Communications Plan ICS 205
   b. Managing the radio
    1) Radio discipline
    2) Clear and concise information
    3) Pertinent information
   c. Phone requests
    1) Communication between Communications Center and CP
    2) Communications between CP and outside agencies confirming information
   d. Repeating verbatim for clarity (parroting)
    1) Utilize appropriate terminology and pertinent information
    2) Utilize common terminology when supporting agencies are involved in the incident
 4. ASK: What is the Personnel accountability within Communications and with the CP?
   a. Check in
    1) Personnel assigned to incident and CP
    2) Complete Personnel check in form -Incident Command System (ICS) form 211-214
   b. Check out
    1) Release of personnel and resources by command staff
    2) Broadcast message for demobilized units/personnel. Returning to regular assignment or end of watch
    3) Complete Incident Command System (ICS) form 221 Demobilization Check-out
   c. Command Post Set Up
    1) Location of Command Post
    2) Additional Command Post Locations
    3) Name and contact information of Incident Commander
    4) Mobile Command Post Vehicle
    5) Command Post Contact
 5. ASK: When should Briefing take place?
   a. Initial incident
    1) Provide staff with initial incident information
     a) Incident situation
     b) Maps of the area
     c) Significant related events
     d) Documentation of the event and steps taken to control the event
    2) Serves as permanent record of the initial response to incident
     a) Summary of current actions
     b) Status of resources assigned and ordered
   b. During incident to update all personnel
    1) Upon receiving additional 9-1-1 calls or additional information from field personnel on incident
    2) Update Communications Personnel
    3) Update personnel assigned to incident in field operations
    4) Update Command Post
    5) Continuation of documentation of the event
   c. Transferring Command /On-Coming personnel briefing
    1) Incident History
    2) Priorities and Objectives
    3) Current plan
    4) Resource assignment

        a) Ordered
        b) Needed
     5) Status of communications
     6) Documentation of the transfer of responsibility
   d. Closeout Briefing
     1) Incident Summary
     2) Major events that may have lasting ramifications
     3) Opportunity to bring up concerns by entire tactical team
     2) Final evaluation of incident management by agency executives/officials
        a) Discuss team performance
        b) Lessons learned from the incident

6. ASK: How do we Assist Tactical and Hostage Negotiation Team?
   a. Act as liaison between Tactical Team and Incident Commander
     1) Identify what resources are needed
     2) Notify and send resource to location/staging location where resource is needed
   b. Act as liaison between Hostage Negotiation Team (**HNT**), Communications Center and Incident Commander
     1) Establish rapport with barricaded suspect when he/she contacts 9-1-1
     2) Communicate suspect's motives or intentions to HNT

7. ASK: Who do we Track and Monitor? How?
   a. Diagrams on electronic maps and/or printed area map
     1) Blocks, streets and/or affected area
     2) Locations of CP and assigned resource locations
   b. Suspect/subject movement on electronic map and/or printed area map
     1) Location of occurrence
        a) Crime
        b) Unplanned event (does not include crime)
        c) Critical Missing Subject
     2) Path taken by suspect/subject
     3) Reported sightings of suspect/subject
     4) Possible or verified location of suspect/subject

D. FACILITATED DISCUSSION AND LEARNING ACTIVITY – INCIDENT DISPATCHING

Purpose: Compare and contrast Incident and Tactical Dispatching. Students will prioritize personnel and equipment and place resources in the most appropriate position.

Procedure: Group Activity

1. Facilitated overhead discussion on the Basic Concepts of Incident Dispatching and how it is similar and/or different to Tactical Dispatching.
2. ASK: How are Tactical Dispatching and Incident Dispatching different?
   a. Tactical Dispatching is in response to a critical incident due to a crime
   b. Incident dispatching is in response to a large-scale non-crime incident.
3. ASK: How are Tactical Dispatching and Incident Dispatching the same?
   a. Forms and logging are the same
     1) Tracking of resources
     2) Personnel information

    b. Radio tasks are the same
      1) Common terminology
      2) Interoperability
        a) Determine radio frequency and advise all units on incident to switch to the designated frequency.
        b) Ensure all responding resources have the required equipment/radios to communicate with each other. Provide equipment if necessary.

4. **Show:** Major incident "Train Crash" Case Study #2[2] (2 mins). News media coverage of Southern California train crash. The audio of several 911 frantic calls are heard, images of the tragic train crash which claimed the life of 25 people including one LAPD officer are displayed. Multiple police officers, fire, and neighboring resources are seen assisting at the scene.
5. ASK: What are some of your thoughts? Concerns?
    a. Identifying what resources are needed
    b. Keeping track of all the required resources
    c. Ordering additional resources
6. ASK: How is all this managed?
    a. Strong ICS utilized to standardize on-scene emergency management
      1) Provides the adoption of integrated organizational structure
        a) Reflects the complexity and demands of single or multiple incidents
        b) Does not hinder jurisdictional boundaries
      2) ICS combines resources into a common organizational structure
        a) Facilities
        b) Equipment
        c) Personnel
        d) Procedures
        e) Communications Operations
    b. Resource Ordering
      1) Logistics provides resources and other services to support incident management
      2) Planning maintains information on the current and forecasted situation and the status of resources assigned to the incident
7. ASK: What is needed and where do we begin?
    a. Possible Personnel and Resources
      1) Police
      2) Fire
      3) Ambulance
      4) Traffic Enforcement
      5) Utility companies
      6) Supporting bordering agencies to affected area
      7) Private Sector
    b. Incident Objective
      1) Assess incident to identify the overall priorities
        a) #1 Life Safety
        b) #2 Incident Stabilization
        c) #3 Property Conservation and Environment

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[2] Los Angeles Police and Los Angeles Fire Department 9-1-1 audio 9/17/2008 Metrolink Crash

      2) Incident Resource Management
         a) Identify the organizational elements at incident which can order resources
            1) Who orders the resource?
            2) Who approves the orders?
         b) Resource ordering
            1) Single-Point
               a) Resource is identified and approved
               b) Make one phone call or broadcast request
            2) Multipoint
               a) Resource is identified and approved
               b) Several phone calls may be necessary to allocate the correct resource

8. Class forms into 4 equal groups.
9. Provide students with a map of the affected area.
10. Provide pictures of equipment and personnel. Students may draw pictures of any resource or equipment they may want to utilize if not provided.
11. Each group will be assigned the task of prioritizing the order in which equipment/personnel will be sent out to a multiple fatality crash.
12. After prioritization, students will be tasked with placing the pictures on a map of incident in the area they believe the equipment/personnel should be placed and explain why they chose that location.
    a. Compare student findings
    b. Expand on similarities and differences of group findings
13. ASK: How does this incident compare with a tactical incident and an event, what are the similarities and differences?
    a. Similarities of responding to a planned or unplanned event/incident
       1) Multiple resources responding to scene of incident
       2) Staging Area required to efficiently organize response of resource
       3) Identifying what kind, type, and number of resources required
    b. Differences in preparing/planning/responding to scheduled/ unexpected incident
       1) An Incident is unexpected which requires immediate response actions through ICS
          a) Time critical
          b) Unstable and changing situation
          c) Potential rapid expansion of incident and response
          d) Incomplete communications and information
          e) Lack of experience managing expanding incident
       2) Event is scheduled nonemergency activity (i.e. sporting events, concerts, parades)
          a) Known type of event, size, expected duration, and history
          b) Planned location and event objectives

III. COMMUNICATIONS CENTER OPERATIONS   (45 MINS)

  A. GROUP DISCUSSION: Tactical Incident in the Communications Center

    Purpose: Provide an opportunity for students to discuss their knowledge on how Tactical Dispatching can help the Incident Commander and what resources area available to them.

    Procedure: Large group activity.

1. Facilitated discussion on the varied duties and responsibilities of the dispatcher in the Communications Center.
2. ASK: What type of resources/equipment may a dispatcher need for a tactical incident?
   a. Support from Bureau Communications Coordinator (BCC) and Supervisors
      1) Identifying potential tactical incident and notify supervision.
      2) Supervision may support by allocating enough personnel to staff tactical dispatch position.
      3) Assist tactical dispatcher by gathering needed intelligence on tactical incident.
   b. Command Post (CP) Information
      1) CP Location
         a) Physical location of CP
         b) Responding to CP location with all appropriate equipment
      2) Incident Commander Contact
         a) Name and rank of Incident or Tactical Commander **(TC)**
         b) Landline and or cell phone number for IC or TC
      3) Command Radio Frequency
         a) Radio assignments for incident
         b) Back-up plan for radios
      4) Phone and Fax# to CP
         a) Document contact information for responding tactical dispatcher
         b) Notify communications center of contact information
   c. Incident Information
      1) Computer Aided Dispatch (CAD) Incident Number
         a) Location history documented on CAD
         b) Premise information for potential officer hazards
      2) Type of Incident
         a) Type of crime which has occurred
         b) Type of planned or unplanned event – non- crime related
      3) Map of the area
         a) Provide visual aid for affected area of incident location
         b) Provide visual for police resource placement on perimeter
         c) Provide visual aid for tactical advantage for tactical commander
   d. Personnel Information
      1) Personnel at scene of incident
      2) Personnel being requested to the incident
   e. Database Access
      1) California Law Enforcement Telecommunications System (**CLETS**)
      2) Criminal Justice Information System (**CJIS**)
      3) Department of Motor Vehicles (**DMV**)
      4) National Crime Information Center (**NCIC**)
      5) National Law Enforcement Telecommunications System (**NLETS**)
      6) Oregon Law Enforcement Data System (**LEDS**)
      7) Network Communications System (**NECS**)
3. ASK: Are there other agencies responding to the incident, what is the dispatcher's responsibility?
   a. Notifications to bordering agencies
      1) Telephonic notification only
      2) Request bordering agency to respond to incident
   b. Notification to Department Operations Center (DOC).

4. ASK: How will resources be kept track of? What forms will be necessary?
   a. CAD system
      1) Incident comments reflect all units assigned to incident
      2) CAD system reflects updated status of units on incident
   b. Mobile Field Force (MFF) Board
      1) List of police units assigned specifically to respond as MFF
      2) Number of units responding regulated to a specific number (1 Lieutenant, 5 Sergeants, and 60 police officers.)
   c. ICS form used at CP to keep track of personnel
      1) Organization Assignment List (ICS 203)
      2) Assignment List (ICS 204)
5. ASK: How do we keep track of the extra personnel? Who is responsible?
   a. CAD system, utilizing Incident Comments form and adding police units to incident
   b. Personnel Roster at Command Post
   c. Tactical Dispatcher/Communications Center Dispatcher
6. ASK: How is Communications the very first point of contact for the incident?
   a. Exception-Planned or viewed activity
   b. Suspect initiates 9-1-1 call
      1) Turning himself/herself in to police after committing a crime
      2) Barricaded with or without hostages making demands of police
   c. Victim or Witness calls 9-1-1
      1) Victim or witness of a crime calling to report crime and asking for help
      2) Victim or Witness may know suspect and can possibly direct
         a) Suspect name
         b) Suspect date of birth
7. ASK: How will the Initial resource management from the onset of the incident be handled
   a. Allocating the necessary resource
      1) Proper use of Depletion Chart[3] for Unusual Occurrence according to the nature of the tactical incident
         a) Civil Unrest
         b) Act of Nature
   b. Mutual Aid Agreements
      1) Utilize resources from outside of jurisdiction
      2) Agreements between agencies
8. ASK: What are some of the common equipment needs of the initial incident and information needed?
   a. K-9
      1) Initial Incident information needed when requesting K-9 to respond to scene
         a) Location of incident
         b) Suspect or article search
         c) Detailed suspect description
         d) Is suspect armed?
         e) What is suspect wanted for?
         f) Where shots fired by suspect or officers?
         g) Last known location of suspect and direction of travel
         h) Does suspect live in the area?
      2) Identifying which criteria needs to be met for K-9 to respond

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[3] Depletion Chart - used to determine what units are available OUTSIDE the division of occurrence for a particular incident. Used for quick reference to determine where to get more patrol resources if needed AND in what order to pull those resources.

           a) Felony Suspect
           b) Misdemeanor Suspect with a gun
           c) Lost or Missing Person
           d) Article Search
        3) Hours of operation and "call out" procedure
           a) Broadcast K-9 request on appropriate frequency
           b) Call Metropolitan Division for telephonic notification

    b. Air Support
        1) Initial Incident information needed when requesting Air Support to respond to scene
           a) Location of incident
           b) Detailed suspect description including vehicle
           c) Is suspect armed?
           d) What is suspect wanted for?
           e) Where shots fired by suspect or officers?
           f) Last known location of suspect and direction of travel
           g) Does suspect live in the area?
        2) Hours of operation are 24/7
           a) Air units will launch for officer emergencies if air unit not launched
           b) Telephonic notification if no acknowledgement on radio frequency

    c. Fire and Emergency Medical Treatment **(EMT)**
        1) Initial incident information needed when requesting Fire/EMT to respond to scene
           a) Location of person/s needing medical attention
           b) Specific location to respond to, determine if safe to enter
           c) Staging location for Fire/EMT to standby until safe to enter
        2) Inquire the type of Fire/EMT response
           a) Staging and standby for potential injuries
           b) Information of victim and injury
               1. Gender of victim/s
               2. How many victims?
               3   Age of victim
               4   Nature of injury (i.e. gunshot, stabbing, vehicle accident)
               5. Is victim conscious and breathing?

B. Additional agencies or resources on standby or at staging location
  1. Police officers
    a. Police officers from bordering areas
    b. Police officers from bordering jurisdictions
  2. Department of Transportation **(DOT)**
    a) Staging area to respond to
    b) Specific locations to block or divert traffic
  3. Utilities involved or affecting tactical incident
    a) Staging location for utility workers to respond to
    b) Emergency repair of utilities (i.e. gas, water, power, phone)
    c) Emergency shut off utilities
        1) Shutting off phone landline. Disable home phone line, persuade suspect to utilize throw phone to communicate with police
        2) Shutting off power. Disable suspect's ability to watch television and observe media. In addition, make suspect's environment uncomfortable (i.e. no light, no air conditioning).

         3) Shutting off gas line. Disable the potential for a gas leak, making it unsafe for police officers to enter or potential fire hazard.

C. Documentation of Intelligence/Information must be completed for Tactical Incident?

    1. ASK: Who will gather and document the intelligence for the Tactical Incident?

        a. Tactical dispatcher deployed within the Communications Center

            1) Tactical dispatcher deployed at an auxiliary position on a regular basis

            2) Tactical dispatcher deployed only on an on needed basis

        b. Tactical dispatcher deploying to field CP

            1) Proximity of incident CP to Communications Center

            2) Availability of tactical dispatch staffing

        c. Tactical dispatcher at CP for a preplanned event

            1) At Pre-planned event, tactical dispatcher deployed at CP

            2) Tactical dispatcher/s have preliminary intelligence for potential development of critical/tactical incident

    2. Intelligence gathered/documented by Tactical dispatcher at Communications Center

        a. Tactical dispatcher at Communications Center recognizes the potential for a critical or tactical incident upon initial call to 9-1-1

        b. Gather intelligence and document in comments of the call, in addition to advising patrol units of additional intelligence/information available

            1) Suspect Information if known

                a) Name and AKA

                b) Descriptors (i.e. Race, hair, eyes, height, weight)

                c) Date of birth/age

                d) Clothing

                e) Weapons

                f) Language

                g) Address(es)

                h) Vehicles

                i) Employment

                j) Officer Safety/Prior Violence

                k) Mental Disorders/Mental Illness

                l) Family Members

            2) Location Information

                a) Address

                b) Occupants Inside the Location

                c) Previous Incidents

                d) Owner/Tenant Information

                e) Maps of Location (exterior plotting, fences, property line)

                f) Map of the interior (similar apartments in the building or homes in the area).

            3) Notify supervisor of potential critical or tactical incident

                a) Supervisor will deploy a tactical dispatcher if not already deployed at the Communications Center

                b) Supervisor will make notifications to Communications Center of critical incident to Watch Commander or senior person in charge

                c) Supervisor will make determination if a Tactical Dispatch Team call out is warranted

                d) Supervisor will make necessary staffing adjustments to allow for deployment of Tactical Dispatch team to field CP of critical/tactical incident

4) Intelligence can be gathered by Tactical Dispatcher at CP in anticipation of tactical incident.
    a) Suspect Information if known
        1. Name and AKA
        2. Descriptors (i.e. Race, hair, eyes, height, weight)
        3. Date of birth/age
        4. Clothing
        5. Weapons
        6. Language
        7 Address(es)
        8. Vehicles
        9. Employment
        10 Officer Safety/Prior Violence
        11. Mental Disorders/Mental Illness
        12. Family Members
    b) Location Information
        1. Address
        2. Occupants Inside Location
        3 Previous Incidents
        4. Owner/Tenant Information
        5. Maps of Location (exterior plotting, fences, property line)

3. ASK: What forms and check lists will be utilized to document critical/tactical incident?
    a. Standardized use of forms and check lists
        1) Department approved forms if available
        2) Agency specific forms for each part of intelligence necessary
            a) Suspect Information
            b) Location Information
            c) Department Action Log
            d) Incident Sign In/Unit Availability Log
            e) Occupant Information
            f) Hostage Information
            g) Communications/Command Post Information
        3) Develop forms to meet specific needs of the incident
            a) Develop form for specific incident
            b) Forms should include pertinent information
                1. Criminal act
                2. Suspect Information
                3. Threat
                4. Location Information

4. ASK: How should forms be accessed?
    a. Forms should be available to anyone at the Communications Center
        1) Watch Commander's Office
            a) Supervisor's work station
            b) Tactical Dispatch Go-Bag
        2) On the dispatch floor/Bureau Communications Center Position
            a) Several copies printed out for easy access
            b) Electronic form at the CAD position
            c) All supplies should be re-stocked after any critical/tactical incident to ensure copies of required forms are always available

          1. Re-stock Watch Commander's Office supply of forms
          2. Re-stock Tactical Dispatch Go-Bag supply of forms

5. ASK: How will Personnel be held accountable to be a tactical dispatcher?
   a. Commitment to overall outcome of incident
      1) Potential of tactical incident call out to field CP
      2) Available to work CP at pre-planned events (i.e. search warrant, parade)
         a) Modify scheduled day off to work pre-planned event
         b) Modifying shift work to be available to deploy on pre-planned event
   b. Special Skills
      1) Voluntary position which requires extra training
      2) Working well as part of a team to accomplish a shared goal

D. **LEARNING ACTIVITY - Setting the Perimeter (for exercise purpose only)**

Purpose: To provide students the opportunity to set up a perimeter at the termination of a vehicle pursuit.

Procedure: Group Activity: Class divided in 4 equal groups utilize given written scenario and a map of the affected area with a list of available resources. Dispatchers place allotted resources on perimeter and adjust the perimeter as additional units arrive for the best outcome of the scenario.

1. Given Scenario /Perimeter: Written scenario - Officers observe a male matching the description of an earlier report of domestic violence. Officers attempt to pull over the vehicle. The suspect pulls away and refuses to stop. Suspect bails out of the vehicle and runs through commercial buildings. There is one unit on scene with other units enroute to assist. An occupant from the vehicle got out and ran west from the location.

2. Students will utilize available resources to set up and be expected to adjust the perimeter As more units arrive. One of the initial units is a Sergeant, who in this case oversees the Watch. Students will have to determine if the Sergeant should be replaced by another responding unit, to assume other command duties. A K9 unit and an air unit will also be utilized in this activity.

3. Students should be prepared to discuss why they set the perimeter the way they did initially; why they did or did not adjust the perimeter once more units arrived.

4. Students document location of all resources including the CP and type of CP needed.

5. Students should be prepared to discuss the advantage and disadvantages of their available resources in the field and in the communications center.
   a. Dispatch assisting with perimeter set up
      1) Advantages of having dispatch set up perimeter
         a) Dispatch can assist with electronic map and suggesting streets
         b) Dispatch may utilize automatic vehicle locator **(AVL)**
            1. Quickly determine locations to set up perimeter
            2. Quickly determine best available perimeter location for additional responding units
      2) Disadvantages of having dispatch set up perimeter

        a) Dispatch does not have real-time situational awareness of location

        b) Dispatcher may not know how to utilize electronic map and AVL

        c) Dispatcher may not know what a good perimeter looks like

  b. Police officers at scene setting up perimeter

    1) Advantage of having officers set up perimeter

        a) Officers familiar with the area of patrol

        b) Officers have real-time situational awareness of location

    2) Disadvantage of having officers set up perimeter

        a) Officer/s on loan to area/jurisdiction-unfamiliar with area

        b) Officer/s involved in fight with a suspect, unable to broadcast

  c. Technology vs. Paper map

    1) Advantages of technology/electronic map over paper map

        a) Electronic map provides rapid visual location of officer/s

        b) Electronic map provides latitude/longitude

            i. Pin points officer/s location

            ii. Air support unit could locate

    2) Disadvantage of technology/electronic over paper map

        a) Paper map does not have electronic "glitches"

        b) Always easily accessible

6. Scene support for setting up initial perimeter and covering appropriate perimeter locations.

  a. Resources available to deploy for specific tasks

    1) Units available to assist with Evacuations

    2) Units available to assist with Notifications

    3) Units available to Cover best perimeter location

  b. Responding Resources

    1) Additional police officers

        a) Corresponding patrol officers

        b) Police officers from adjacent jurisdictions

    2) Patrol supervisor

  c. Specialized Units at scene of perimeter

    1) K-9

    2) Air support

    3) SWAT/HNT if necessary for barricaded suspect

7. Command Post Set Up

  a. Location of Command Post

    1) Document location and notify responding resources and communications center

    2) Respond to location and report to IC

  b. Staging of Command Post

    1) Optimal location of CP

        a) Safe location outside target zone (containment)

        b) Close proximity as possible (without causing danger to personnel)

    2) Placement of resources

        a) Maintain clear ingress and egress of resources

        b) Keep out unnecessary traffic

  c. Additional Command Post Locations

    1) Tactical Command Post/HNT

    2) Document location and notify responding resources and communications center

    3) Secure contact phone number(s) and fax to additional CP locations

    d. Command Post Staff Contact Information
       1) Name and Contact information of Incident Commander
       2) CP phone numbers
       3) CP fax number
       4) CP radio frequencies
    e. Mobile Command Post Vehicle most adequate for type of incident
       1) CP Vehicle Mobile 1/ Length= 40' Height 13'
          a) Expanded work space via side "pop out"
          b) Generator 20kw
          c) Telephones/FAX
          d) TV/VCRs
          e) MDC (1)/ LAPD Radios (5)
          f) LAFD 800 mHz Radio
          g) Computers with wireless connection
          h) Exterior lighting
       2) CP Vehicle Mobile 2/Length 35'
          a) Expanded work space via side "pop out"
          b) Generator 25kw
          c) Telephones/FAX/Air Unit Video Downlink
          d) Satellite Phone (Requires Service)
          e) Printer/Copier
          f) TV/VCR/Direct TV/External Display
          g) LAPD Radios (6)
          h) LAFD 800 mHz Radio (2)
          i) Computers with wireless connection
          j) Exterior lighting

IV. FIELD OPERATIONS   (45 MINS)

    A. **GROUP DISCUSSION – Tactical Dispatchers Working Field Operations at CP**

      Purpose: Provide students with the opportunity to discuss the role of a Tactical
                             Dispatcher deployed in the field.
      Procedures: Large Group Activity
      1. Facilitated discussion on how Tactical Dispatchers operate outside the
         Communications Center.
      2. ASK: What makes a good Command Post with respect to Dispatch?
        a. Coordination of resources
        b. Centralized gathering and disseminating of information
      3. ASK: What should be the duties of the Tactical Dispatcher working in the field?
        a. Support the operational needs of the IC and Tactical Commanders
        b. Assist with radio operations
        c. Provide up to date information on the incident to the IC
        d. Receive information from on-scene and investigative sources and document
        e. Gather intelligence
        f. Disseminate information to teams/officers
        g. Telephonic notifications to required support agencies
        h. Plot resources and police units on map of area
      4. ASK: How many dispatchers are needed on scene? What are the considerations?

a. Depending on the size of the event, usually 3-4.
b. Each tactical dispatcher is assigned a different aspect of responsibilities
    1) Gather Intelligence (suspect, threat, location, witnesses, victim information)
    2) Mapping
        a) Outside target area
        b) Inside plotting
        c) Location of personnel and resources
        d) Location of CP, TC, and HNT
    3) Radio Operations
        a) Monitoring base frequency
        b) Monitoring SWAT frequency
        c) Monitor affected tactical frequency
    4) Assist and Liaison
        a) Assist entire tactical dispatch team with all duties and provide breaks
        b) Liaison between Communications Center, IC, TC, and HNT
    5) Documentation of the incident
5. ASK: What happens once the incident is over?
    a. Debrief the event with all personnel involved
        1) Discuss what went well/as planned
        2) Discuss what could we have done better/lessons learned
    b. Official documentation of event
        1) Final count of all personnel which responded
        2) Final count of all resources which were utilized
        3) After Action Report (**AAR**)　　　.
B. Initial command post set-up
  1. Processing intelligence
    a. Suspect Information
    b. Threat assessment
    c. Location information
    d. Victim/witness information
  2. Plotting information
    a. Map target location
        1) Exterior plotting
        2) Interior plotting
    b. Map initial location and location of sups now
    c. Map resources
        1) Police Officers
        2) Equipment
  3. Posting information
    a. Utilize large charts or white boards
    b. Display all the gathered information for all command staff to view
        1) Provides situational awareness
        2) Provide most current information
    c. Periodically update all information to provide the most accurate intelligence to IC and TC to make the most informed tactical decisions
        1) Summary of current actions
        2) Status update of resources and equipment

C. Personnel Accountability
   1. Check-in/Check -out
      a. Personnel assigned to incident and CP
         1) All responders, regardless of agency affiliation
         2) Must report in to receive an assignment in accordance with IC
      b. Complete Personnel check in form-ICS for 211-214
      c. Release of personnel and resources by command staff
      d. Broadcast message for demobilized units/personnel. Returning to regular assignment or end of watch
      e. Complete Incident Command System (ICS) form 221 Demobilization Check-out
   2. Status/Location of units for visual map
      a. Supervisors must record and report resource status
      b. Supervisors must record and report status changes as they occur
   3. Keep track and document personnel/equipment assignment/function
   4. Personnel and equipment should respond only when requested or when dispatched by an appropriate authority.
D. Dispatcher in the role of a Scribe
   1. Check lists
   2. Keep all forms updated
E. Other Agencies responding to incident
   1. Locations/functions
   2. Contact/Notification to respond or information only
F. Radio Responsibilities
   1. Tactical Frequency
      a. Be aware of which frequency is reserved for the specific incident
      b. Monitor the appropriate reserved frequency
   2. Radio discipline
      a. Utilize proper terminology
      b.   Utilize common terminology when outside agencies assist the tactical incident
G. Mobilizing of Tactical Dispatch team by supervision
   1. First Tactical Dispatcher deployed at Communications Center or deploying to field CP
      a. Gather all necessary equipment (included in go-bag)
      b. Gather all necessary intelligence (may request help of supervisor and/or BCC)
   2. Second Tactical Dispatcher
      a. Assist first tactical dispatcher with intelligence
      b. Assist first tactical dispatcher with acquiring maps of the area
   3. Third and subsequent tactical dispatcher
      a. Assist first and second tactical dispatchers to acquire additional intelligence
      b. Obtain all CP information and contact
H. Demobilizing
   1. Hand-off to incoming personnel and provide briefing
      a. Status of incident
      b. Status or personnel and equipment
   2. Documentation preservation
      a. Court documents
      b. Reflect all department actions for later review
   3. After-Action Report (**AAR**)
      a. Submit all captured intelligence to Incident Commander to utilize in AAR
      b. Submit all incident intelligence to Incident Commander to utilize in AAR

4. Quick De-brief
   a. Each component
   b. Communications Center needs to be included
      1) What went well
      2) Improvement needed
      3) Lessons learned

V. TYPES OF INCIDENTS   (45 MINS)

A. **LEARNING ACTIVITY - Types of Incidents Tactical Skills can be used for**

Purpose: To identify the types of incidents which can utilize tactical dispatching.

Procedure: Group Activity

1. Working in small groups of 4-5 students.
2. Each group will be assigned a specific scenario to a planned or immediate need for tactical coordination.
3. Groups will identify what resources/planning is needed to support the scenario.
4. Each group will determine if a tactical dispatch approach would be beneficial. (i.e. radio channel, call signs, background, intelligence, location information, allied agency notifications).
5. Provide packets with forms (LAPD ICS forms, general ICS forms, or unique developed forms).
6. Brief the rest of the class on the scenario and determine what tactical dispatch skills would be beneficial for their scenario.
   Group 1 -   will be given a scenario for a planned event such as the Lakers Championship in downtown Los Angeles. The scenario includes coordination of multiple law enforcement, fire and EMS resources from multiple agencies. The event promoters provide only 48-24-hour notice prior to event.
   Group 2 -   will be given a scenario for a preplanned multi agency search warrant for at least 2 different locations and 4 suspects. The event is preplanned for 4 days from now. The agencies included are FBI, DOJ and neighboring agencies.
   Group 3 -   will be given a scenario of a domestic violence incident turned hostage situation. There are multiple calls in history at this location. Information in history includes: Suspect name, weapons registered, and history of drug use.
   Group 4 – will be given a scenario of a small plane crash into a residential neighborhood. The police jurisdiction only has 3 officers and a Sgt. on duty. They require mutual aid from neighboring agencies as well as fire/medical response.

B. Planned event
   1. High Risk Warrant Service
   2. Parole/Probation Sweep
   3. Large scale planned activity
      a. Sanctioned Activities
         1) Festivals
         2) Parades, graduations etc.

  b. Non-Sanctioned Activities
    1) Cruise night
    2) Career criminal funerals protests etc.
 C. Crimes in Progress
  1. Barricaded Subjects
  2. Hostage Situation
  3. Missing Child
  4. Suicide by Cop
  5. Crime Spree
  6. Large scale search
  7. Other critical incidents

VI. BACKGROUND INFORMATION   (30 MINS)

 A. **LEARNING ACTIVITY – What background information do you need?**

  Purpose: To identify and expound on the need for suspect information and the
        background or history of the subject and locations.
  Procedures: Group Activity

  1. Class is divided in two groups.
  2. Group 1 is provided with a blank suspect form and asked to develop a suspect
    intelligence sheet. The sheet should have a least 20 fields of intelligence
    questioning which would assist or benefit the field commander or tactical
    dispatcher.
  3. Group 2 is provided with a blank victim form and asked to develop a victim
    Intelligence sheet. The sheet should have a least 20 fields of intelligence
    questioning which would assist or benefit the field commander or tactical
    dispatcher.
  4. Once forms (suspect or victim) have been completed by both groups, each
    group will report back to the class.
 B. Checklist/Forms (suspect or victim) Used
  1. Intelligence on Suspect(s)
    a. Full Name/AKA
    b. Date of birth/Age
    c. Physical Description (color hair, eyes, height, weight)
    d. Clothing
    e. Weapons
    f. Language
    g. Address(es)
    h. Vehicles registered to suspect or known to drive
    i. Employment
    j. Prior violence or officer safety concerns (i.e. Military training)
    k. Criminal History/
    l. Cal-photo
    m. Drug abuse
    n. Physical Disability/Mental Disorder/Medical Needs
    o. Relationship to Victim

       p. Family members if known
- 2. Intelligence on Victim(s) or Hostage
  - a. Full Name/AKA
  - b. Date of birth/Age
  - c. Physical Description (color hair, eyes, height, weight)
  - d. Clothing
  - e. Weapons
  - f. Language
  - g. Address(es)
  - h. Vehicles registered to victim
  - i. Employment
  - j. Prior violence or officer safety concerns (i.e. Military training)
  - k. Criminal History
  - l. Cal-photo
  - m. Drug abuse
  - n. Physical Disability/Mental Disorder/Medical Needs
  - o. Relationship to Suspect
  - p. Family members if known
- 3. Threats
  - a. Perceived or actual
  - b. Weapons, Military training, Mental Illness
  - c. History of violence at location
- 4. Maps of all involved areas
  - a. Maps of area
    - 1) Outside target area/outside plotting
    - 2) Outer and inner perimeter/containment
    - 3) Inside plotting
  - b. Premise history
  - c. Command post(s) are indicated on all maps
  - d. Resource staging area is indicated on all maps
- 5. Special Weapons and Tactics (SWAT)/Hostage Negotiation Team (HNT)/Sniper
  - a. Location of SWAT/HNT/Sniper (if deployed)
  - b. Actions/locations of tactical teams

C. Action Logs
- 1. Suspect
  - a. Location of suspect(s) now
  - b. Demands made from suspect
- 2. Victim
  - a. Location of victim
  - b. Number of victims

D. Personnel
- 1. On scene
  - a. At location of incident
  - b. Specific assignment at incident
- 2. Notified
  - a. Responding to incident
  - b. Notification for administrative purpose
- 3. Unavailable
  - a. Unavailable to respond to incident

b. Unavailable to respond due to current assignment
E. Resources available to be used
1. CAD Printout
2. CLETS
3. Local Warrant System
4. Local Records/Known Person Systems
5. CAL Photo
6. Probation/Parole
7. Court Websites
8. Federal Bureau of Investigation (FBI)
9. Allied Agency check for prior addresses/premise history/phone numbers
10. Gang affiliations (CAL Gangs)
11. Maps/Location Information
   a. Google Earth
   b. CAD map
   c. Parcel Viewer
   d. Real Estate websites for vacant houses in the area
   e. Floor Plans – building department
   f. Apartments
   g. Schools (School Police Watch Commander 213 625 6631)
12. Social Media
13. Terrorism Liaison Officer (TLO)
14. MSN White pages (phone numbers)
15. Interviews of hostages and/or caller/RPs for further intelligence
16. Interview with family members, neighbors, co-workers

VII. ASSESSMENTS   (30 MINS)

A. **LEARNING ACTIVITY – Documentation Scenario**

Purpose: Provide students with knowledge on various tactical dispatch assessment forms and their specific use.

Procedure: Group Activity

1. Students work in four groups
2. **Show or Play:** Audio or Video Case Study of provided or current event which would require tactical dispatching. (If one is not available facilitator can read from a prepared script while each group documents on the nine different forms (Threat Condition Forms, Situation Assessment Form, Suspect Information Form, Victim/Witness/Occupant/Hostage Forms, Diagram Forms, Location Forms, Department Action Incident Log Forms, Sniper Log Form)
3. Students document information from that scenario into the nine forms which could be used. (Students may also create their own forms)
4. Each group will work as a team and document and map or diagram information they feel is important.
5. After case study is complete, each group will debrief the information they captured and how they utilized the different forms.

B. Threat Condition Form
  1. Threat Condition Form visually reviewed
  2. Purpose of form
     a. Document nature of threat condition
        1) Is suspect armed/type of weapon
        2) Demands made by suspect
     b. Document source and validity of threat
C. Situation Assessment Form
  1. Situation Assessment Form visually reviewed
  2. Purpose of form
     a. Document current situational awareness for Incident Commander
     b. Provide documentation of current situation with accurate time stamp
D. Suspect Information Form
  1. Suspect Information Form visually reviewed
  2. Purpose of form
     a. Document initial suspect intelligence for Incident Commander
     b. Update suspect intelligence during incident
E. Victim/Witness/Occupant/Hostage Form
  1. Victim/Witness/Occupant/Hostage Form visually reviewed
  2. Purpose of form
     a. Document number of victims/witness/ hostages involved in incident
     b. Document intelligence on victims/witness/ hostages
F. Diagram Forms
  1. Diagram Forms visually reviewed
  2. Purpose of form
     a. Document suspect's location
     b. Document inner and outer perimeter locations
G. Location Forms
  1. Location Forms visually reviewed
  2. Purpose of form
     a. Document intelligence of location
        1) Address
        2) Telephone number
        3) Location owner information
     b. Document description of location
        1) Surrounding structures
        2) Terrain
        3) Routes In/Out
        4) Residence/Business
        5) Floor plan
H. Department Action Incident Log Forms
  1. Department Action Incident Log Forms visually reviewed
  2. Purpose of form
     a. Document department actions
        1) Chronological log of events
        2) Document Operational Events/Occurrences
     b. Document sources of information given to the Incident Commander
I. Sniper Log Form
  1. Sniper Log Form visually reviewed

2. Purpose of form
   a. Document rules of engagement, authorization time, and who authorized
   b. Document chronological order or actions/operational events
J. Deployment Chart Forms
   1. Department Chart Forms visually reviewed
   2. Purpose of form
      a. Document unit availability
         1) Sign in (date and time)
         2) Sign out (date and time)
      b. Document units' specific information
         1) Name of officer
         2) Call sign
         3) Agency
         4) Assignment and/or status

VIII.   EQUIPMENT   (45 MINS)

A. **LEARNING ACTIVITY – Tactical Equipment**

Purpose: To introduce dispatchers to the type of equipment that may be used in a tactical incident. Become familiar with who would use the equipment and how new technology could be beneficial in a tactical incident.

Procedure: Group Activity

   1. Schedule Incident Command Vehicle and tactical personnel to present a "show and tell" tour to the students.
   2. Students will observe the equipment first hand.
   3. A demonstration of some of the equipment by a qualified operator may be appropriate.
B. Tactical Equipment needs
   1. Tactical Dispatcher's Go-Bag (if available)
      a. Two to three radios with spare batteries and charger
      b. Portable/handheld radio/headset
      c. Programmable and access to all frequencies being utilized
   2. Laptop or Toughbook
      a. Power source
      b. Internet card
      c. Flash drive
      d. CAD access to utilize all Communications Operations
      e. Electronic Map
   3. Scribing Equipment/Miscellaneous forms/Maps
      a. Notepad, clipboard, post-it notes
      b. Writing instrument- pens, markers, and pencils
      c. Dry erase board and dry erase markers
      d. Paper maps of the area
      e. City Phone lists
      f. Incident logs
      g. Cell phone/charger
      h. Flashlight/extra batteries

        i.   Proper Identification
        j.   Toiletries, first aid kit
        k. Food and water
        l.   Camera
        m. Rain gear, umbrella, poncho, 2nd pair of shoes
        n. Caution tape
        o. Gas mask
        p. Tactical Dispatch Vest
    2. Re-supply go-bag after each deployment to ensure go-bag is ready for the next call-out.

C. Common Sworn Tactical Team Equipment
    1. Weapons
        a. Lethal - Rifles, shotgun, submachine guns, sniper rifle
        b. Non-lethal - Taser, Pepper Ball Gun, Bean Bag Gun, etc.
    2. Tactical Aids
        a. Battering ram, breaching equipment
        b. Flash bangs, grenades, chemical agents
        c. Ladder, rope, mirror and cameras
        d. Robots
            1) Cameras
            2) Listening devices
            3) Explosive Ordinance Device (**EOD**)
        e. Throw phone
            1) Portable phone used by negotiators to talk to suspect
            2) Durable to handle being thrown through windows
            3) On board video and gas recognition devices to provide intelligence to CP
            2) Installed bug, providing unsuspected audio from suspect to CP
    3. Safety Equipment
        a. Armored vehicles
        b. Tactical ballistic shield, ballistic vest, ballistic blanket
        c. Helmets, goggles, and gloves
        d. Gas masks, night vision goggles
        e. First aid equipment/medic with advanced life support

D. Command Post
    1. Mobile Vehicle (variation depending on availability for demonstration)
        a. CP Vehicle Mobile 1/ Length= 40' Height 13'
            1) Expanded work space via side "pop out"
            2) Generator 20kw
            3) Telephones/FAX
            4) TV/VCRs
            5) MDC (1)/ LAPD Radios (5)
            6) LAFD 800 mHz Radio
            7) Computers with wireless connection
            8) Exterior lighting
        b. CP Vehicle Mobile 2/Length 35'
            1) Expanded work space via side "pop out"
            2) Generator 25kw
            3) Telephones/FAX/Air Unit Video Downlink
            4) Satellite Phone (Requires Service)

    5) Printer/Copier
    6) TV/VCR/Direct TV/External Display
    7) LAPD Radios (6)
    8) LAFD 800 mHz Radio (2)
    9) Computers with wireless connection
    10) Exterior lighting
  2. Available Technology
    a. Computers
     1) Mobile Digital Computer (MDC)
     2) Laptop/iPad with wireless connection
    b. Pen/paper
     1) Available for when technology fails
     2) Available for personnel not familiar with technology
  3. Personal needs
    a. Bathroom
    b. Food/water

IX. COMMUNICATING   (1 HOUR)

 A. **GROUP DISCUSSION - Communicating during a tactical incident**

  Purpose: Provide an opportunity for group discussion on the preferred method of communication. This allows students an opportunity to share.

  Procedures: Large group activity

  1. Facilitated discussion on the preferred method of communication.
  2. ASK: Does your agency utilize ICS?
    a. If yes, are you familiar how the ICS structure works?
    b. If no, what method for communication is in place
  3. ASK: Besides radio, what are other methods which communication can take place in tactical incident?
    a. Cellular telephones/land line phones
    b. In person communications
    c. Hand signals
  4. ASK: How do we handle communications between other agencies?
    a. Have a liaison from the other agency in the Command Post
    b. Have an open line communication with the outside agencies dispatch
    c. Monitor the outside agencies frequency
 B. Radio
  1. Coverage and Range of radios (long range vs short range)
    a. Duplex
    b. Simplex
  2. Mutual Aid Radio Channels
    a. Field units switch to mutual aid radio channels when working with outside jurisdictions
    b. Communicating to all responding units, field operations units of switch to mutual aid channel

    3. Back-up for battery and dead zones
       a. Be prepared for long incidents with additional batteries and chargers
       b. Be prepared for dead zones and have a back-up communication method (i.e. cell phone)
C. Telephone
    1. Coverage area may be limited by cell phone carrier/location
    2. Landline availability
    3. Have a back-up plan
D. Common Procedures
    1. Written Communications form for standardized information and in case of technology failure
    2. Use of Technology – MDC, laptop with internet
E. Incident Command System
    1. Chain of Command a series of command, control, executive, or management positions in hierarchical order of authority.
       a. Incident Commander responsible for overall management of the incident
       b. Command Staff reports directly to Incident Commander
    2. Span of Control is the number of resources for which a supervisor is responsible, usually expressed as the ratio of supervisors to individuals.
       a. Appropriate span of control between 1:3 and 1:7
       b. Optimal span of control 1:5
G. Working with other agencies (Fire, EMS)
    1. Interoperability – the ability of emergency management/response personnel to interact and work well together
       a. Emergency communications system should be the same or linked to the same system.
       b. System should allow the sharing of data with other jurisdictions and levels of government.
    2. Liaison and the responsibility of sharing information
       a. Communication establishing mutual understanding and cooperation between agencies
       b. Liaison officer usually a member of Command Staff responsible for coordinating with representatives from cooperating and assisting agencies

X. POTENTIAL PROBLEMS/PROBLEM SOLVING   (1 HOUR)

A. **LEARNING ACTIVITY - What Could Go Wrong?**

Purpose: Identify predictable problems which are preventable and learn the value of critical problem solving. Learn how to assist the Incident Commanders when problems do occur.

Procedures: Group Activity

1. Working in 4 groups

2. **SHOW:** Surviving a Deadly Assault Case Study[4] or scenario of something going wrong. Male calling 9-1-1 and reporting shots fired in the Walmart parking lot. (5 mins) (An alternate case study may be used if available.)

3. Facilitator should frame the activity by reiterating how any given scenario can go wrong. A suggested statement could be, "This is the reason we train the way we work."

4. Assign each group a problem which could occur.
   a. Group #1 – The suspect has taken a hostage and is barricaded inside the men's room of the Walmart. What problems might you anticipate?
      1) Update #1:   Many mutual aid agencies have arrived; however, their radios do not work with your equipment.
      2) Update #2:   The spouse of the injured officer is phoning pleading for information about her husband. No one has notified her of the incident and she was called by a friend with a scanner that heard her husband may be involved.
   b. Group #2 – The suspect takes the police officers vehicle and drives away at a high speed, leaving town on the freeway southbound. What problems might you anticipate?
      1) Update #1:   The suspect is talking on the radio to you. He is yelling obscenities.
      2) Update #2:   The CAD system was recently updated with a new version of software. The call that you are working with has many units and incident comments in it. Suddenly, the CAD system produces a blank screen and your workstation is inoperable.
      3) Update #3:   You go to another workstation and as soon as you attempt to work with the CAD call for this incident, this screen goes to blank and another workstation is inoperable.
   c. Group #3 – The suspect has barricaded himself inside the nearby Jack in the Box restaurant. He has several hostages inside the restaurant. What problems might you anticipate?
      1) Update #1:   The standoff is now in its 12th hour with no end in sight. What are you going to do?
      2) Update #2:   Suspect has set the Jack in the Box building on fire. What will need to be considered at this point?
   d. Group #4 – The suspect has fled on foot to a nearby neighborhood. The neighborhood includes a school with grades K-6. What problems may you anticipate?
      1) Update #1:   The school has an answering system and you are unable to reach a person to advise them of the situation.
      2) Update #2:   You have attempted contact with responsible listed on the alarm response cards and are unable to contact anyone.

5. Each group will be responsible to list on chart paper their responses and explain the impacts and possible solutions to the problem. Share finding with the class.

B. ASK: What are other problems which may occur during a tactical incident? What are some solutions?

C. Emotional impacts
1. Emotional attachment to "blue family" down/injured
2. Continuous state of readiness
   a. Associated fatigue and discomfort
   b. Lack of breaks/meals/restroom/water
   c. Lack of staff/long hours

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[4] POST California POST Television Network "Fear and Anger: Mastering the Hidden Enemy. (2004)

3. Briefings/debriefings
   a. Tactical dispatcher not included in briefing
   b. Tactical dispatcher not included in de-brief
D. Equipment
   1. Equipment failure
      a. CAD
         1) Power Outage
         2) System Crash
      b. Radios
         1) Dead zones
         2) Repeater down
   2. Lack of proper equipment-back up equipment
      a. Failure to prepare and maintain equipment
      b. Failure to re-supply tactical equipment
   3. Batteries
      a. Radios batteries drained/ no charger or replacement batteries
      b. Cell phone batteries drained/no charger
E. Communication Problems
   1. Insufficient compatible radios for allied agencies
   2. Mixed codes and/or unclear terminology
      a. During mutual aid call outs
      b. Confusion in terminology
   3. Dead spots for radio transmissions
   4. Not enough radio channels
F. Personnel
   1. Unaware of location of all personnel
   2. Not aware of what personnel is on scene - names - call sign
   3. Not aware of each personnel's assignment
   4. Not able to put units in service or out of service
G. Media issues
   1. Requests for information from the public
   2. Inaccurate and unauthorized information being released to the media
   3. Broadcasting information that could impact the incident or safety
   4. Impacting the scene

H. **LEARNING ACTIVITY – CLASSROOM ACTIVITY**

   Purpose: Students will learn how to work at a command post.

   Procedure: Group Activity

   (UTILIZE INFORMATION FROM 620D/OFFICER DOWN HELP CALL)
   1. Have students break up into 4 groups per table top (i.e. CP1, CP2, CP3, CP4)
   2. Each group will have chart paper, grid paper, post-its, pens, markers, maps of incident location, radio and computer (instructors should hand out this equipment)
   3. Each Group has the responsibility of the following:
      a. Radio transmissions
      b. Documenting all pertinent information received via chronological log

c. Mapping and plotting
d. Suspect and victim information logs
e. Prepare demobilization for
f. Provide situational awareness to the incident commander by utilizing the 4-square technique
4. Instructors will be broadcasting from another room to a specific CP for response, but all CP's are responsible for the information received

VII. CLOSING/WRAP UP/DEMOB   (30 MIN)

A. Course Closing/Check Out
   a. Students share how their thoughts on tactical dispatching may assist the field
   b. Students share their thoughts on the implementation of tactical dispatching.
   c. Students share their thoughts on utilizing a tactical dispatch team in their agency
   d. Release of personnel and resources by command staff
   e. Broadcast message for demobilization units/personnel. Returning to regular assignment or end of watch
   f. Complete Incident Command System (ICS) forms
      1. ICS 221 Demobilization form
      2. ICS 211P Incident Check-In List form
      3. ICS 214 Activity Log Form
B. De-Mob
   a. Hand-off incoming personnel and provide briefing
      1. Status of incident
      2. Status of personnel and equipment
   b. Documentation preservation
      1. Court documents
      2. Reflect all department actions for later review
   c. After-Action Report (AAR)
      1. Submit all captured intelligence to Incident Commander to utilize in AAR
   d. De-brief the activity through de-mob process
      1. How did the process occur?
      2. How did you get organized?
      3. How did you decide on which tasks each person would be assigned?
C. Course Evaluations
   a. Facilitators ask for feedback on the course
   b. Students complete course evaluation form
D. Certificates
   a. Students share one aspect of how tactical dispatch skills will change their outlook on 9-1-1 calls or dispatching
   b. Students are presented with their certificate of completion.

Reference Material

POST Learning Portal -Public Safety Dispatcher Instructor Development – Tactical Dispatcher Concepts Course
FEMA (2011). ICS-300: Intermediate ICS for Expanding Incidents-Student Manual: U.S. Department of Homeland Security
Commission on Peace Officer Standards and Training (2004) – California POST Television Network, "Fear and Anger: Mastering the Hidden Enemy."