

Dispatcher Active Shooter Situations
Expanded Course Outline
San Bernardino County Sheriff's Department

I. Administration and Paperwork

- A. Housekeeping
 - 1. Bathrooms
 - 2. Specific information for facility security if applicable
 - 3. Breaks
 - 4. Parking if applicable
- B. Paperwork
 - 1. Instruct Students to fill out their name tent
 - 2. Hand out P.O.S.T. course roster
 - 3. Collect Travel Reimbursement Request (TRR) forms

II. Class Introductions and Expectations

- A. Introductions
 - 1. Student
 - 2. Facilitator
- B. Expectations
 - 1. What do the students expect to get out of the class
 - 2. What does the facilitator expect to impart to the class
- C. Assessing student experience
 - 1. Dispatching
 - 2. Supervising
 - 3. Operations Center
 - 4. Command Post

III. Introduction to Active Shooter

- A. Historical analysis
 - 1. Overview
 - 2. Law enforcement responses
- B. Definitions
 - 1. Federal
 - a. Department of Justice (DOJ)
 - b. Department of Homeland Security (DHS)

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c. Federal Bureau of Investigation (FBI)

2. State

a. California Office of Emergency Services (CAL OES)

b. Penal code

1) Assault weapon

a) 30510

b) 30515

C. Active shooter rationalization

1. Purpose

2. Motives

3. Outcomes

D. Characteristics of Active Shooter

1. Social Isolates

2. Harbored feelings of anger or rejection

3. Loss of significant relationships

4. Changes in financial status

5. Job loss

6. Changes in living arrangements

7. Major adverse changes to life circumstances

E. Learning Activity & Student Assessment #1

1. Students will be divided into small working groups of 4-6 students. Each group will work independently to create a definition of an active shooter.

2. Each group will evaluate the common elements of recent active shooter events.

3. Each group will research their findings and scribe their definition and explain the common characteristics of an active shooter.

4. Based upon their research, each group will teach back to the class, and explain the definition they created and justify their reasoning.

IV. Communication Center Preparation and Capabilities

A. Evaluate and review

1. Current capabilities

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- a. Dispatchers
 - 1) Comprehension
 - 2) Competency
- b. Communication's center
 - 1) Physical layout
 - 2) Technical capabilities
- 2. Policy and procedures
 - a. Communications center
 - b. Departmental
 - c. Notifications
- B. Considerations of Response Plan
 - 1. Incident Command System Procedures
 - a. Updated training for personnel
 - b. Current ICS methods
 - c. Current ICS contact list
- C. Development and/or enhancement
 - 1. Policy
 - 2. Procedures
 - 3. Training

V. Lessons Learned

- A. Case Studies
 - 1. Paris attacks (Nov, 2015)
 - 2. San Bernardino attack (Dec, 2015)
 - 3. Colorado Planned Parenthood (Nov, 2015)
 - 4. Umpqua Community College (Oct, 2015)
- B. Learning Activity & Student Assessment #2
 - 1. Students will be divided into groups of 4-6 and each group will work independently.
 - 2. Each group will be assigned one of the aforementioned case studies.
 - 3. Each group will identify the suspect's motive(s), suspect's profile and characteristics.

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4. Each group will identify any unexpected or unforeseen problems including communication centers preparation and capabilities.
5. Each group will evaluate and analyze the dispatcher response and potential investigative information.
6. Each group will teach back the information from their research to the class and evaluate the lessons learned.

VI. The Dispatcher's Role

A. Target Assessment

1. Schools
2. Office buildings
 - a. Public
 - b. Government
3. Places of public gatherings

B. Call Taking

1. Reporting party
 - a. Victim
 - b. Witness
 - c. Suspect
2. Documentation
 - a. Location
 - b. Description
 - c. Weapons
 - d. Actions/Intentions/Statements

C. Dispatching

1. Responding units
2. Command Post location
3. Fire staging
4. Triage location
5. Notifications

D. Communication

1. Mechanism

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- a. Radio
 - b. Phone lines
 - c. Cell phone messaging
 - d. Social media
- E. Learning Activity & Student Assessment #3
- 1. Students will be divided into groups of 4-6 and each group will work independently to identify a potential target location within their respective jurisdictions.
 - 2. Once a location has been identified the group will evaluate the location and analyze and assess the value of the location as a target for an active shooter.
 - 3. Each group will create an active shooter scenario given the parameters of an active shooter definition and selected target location.

VII. Preparedness and Resources

- A. Responding units
 - 1. Police
 - a. Specialized units
 - b. Mutual aid
 - 2. Fire
 - a. Paramedics
 - b. Emergency Medical Technician (EMT)
- B. Special Units
 - 1. Bomb Squad
 - 2. Special Weapons and Tactics
 - 3. Tactical teams
 - 4. Detectives/Plain Clothes
 - 5. Probation Officers
 - 6. School Resource Officers
 - 7. Canine units
 - 8. Traffic Officers
 - 9. Gang Officers
 - 10. Crisis/Hostage Negotiators

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C. Communication

- a. Informational updates
- b. Radios/frequencies
- c. Challenges

D. Scene logistics

- a. City resources
- b. County resources
- c. State resources

E. Equipment

1. Air support
2. Vehicles
 - a. Bear Cat
 - b. Armored Car
 - c. Others
3. Robot

F. Incident Command System (ICS)

1. Components
2. Concepts
3. Operation

G. Learning Activity & Student Assessment #4

1. Students will return to their same groups from learning and students activity #3.
2. Utilizing the developed scenarios from learning activity and assessment #3, each group will now exchange their scenario with a different group.
3. Each group will analyze their scenario and create solutions and make recommendations to deal with the problems they identified given the new scenario.
4. Students will complete an action plan based on their evaluation of the scenario.
5. Each group will teach back the problems, complications, solutions and action plan they identified and created as lessons learned.

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6. Each group will evaluate the lessons learned.

VIII. Certificates and Evaluations