

Dispatcher Response to School Based Incidents
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. Introductions and Expectations

- A. Introductions
 - 1. Students
 - 2. Facilitator
- B. Expectations
 - 1. What do the students expect to get out of the class
 - 2. What do you expect to impart to the class
 - 3. The exercise simulates the experience of dispatchers as they act as gatekeepers during real world conditions in the communications center

III. Types of Incidents

- A. Criminal
 - 1. Violent
 - 2. Non-Violent
- B. Non-Criminal
 - 1. Custody disputes
 - 2. Mass Casualty Incidents
 - 3. Medical
 - 4. Catastrophic

IV. Incident Command System (ICS) Overview

A. Structure

1. Incident Command
2. Operations
3. Planning/Intelligence
4. Logistics
5. Finance/Administration

B. Responsibilities

1. Roles of each person
2. Branch
3. Group
4. Division

C. Determining who is in charge

1. Unified command definition
2. Unified command use

D. Shifts in responsibility

1. Winding up
2. Winding down
3. Communications responsibility

E. Mutual Aid

1. Purpose
2. Regions

V. Has an Incident Occurred?

A. Indicators

B. Location

1. On school grounds
2. During school hours
3. After school hours

4. Off school grounds
- C. Involved Parties
1. Student
 2. Non-student
 3. Student focused
 4. Staff
 5. Animals
- D. Routine vs Urgent
1. Characteristics
 2. Escalators
- E. Ruling out School Based Incident
1. Necessary elements
 2. Relativity
- F. Learning Activity and Student Assessment #1
1. Students will be divided into groups of 4-6 and each group will work independently.
 2. Students will identify the types of incidents that may occur on a school campus and identify potential resources.
 3. Students will discuss unforeseen problems or complications that may arise in a situation that on the surface appears normal.
 4. Students will create solutions and make recommendations to deal with the problems they identified.
 5. Students will complete a personal action plan and identify potential problems and complications.
 6. Each group will teach back the problems, complications, solutions and action plan that they identified and created as lessons learned.

VI. Initial Situation Assessment

- A. Considerations
1. School type
 2. Surrounding area

3. Environmental issues
 4. Geographical
- B. Issues
1. Tactical
 2. Injuries
 3. Other
- C. Resources
1. Law enforcement
 2. Medical
 3. Fire
 4. District Officials
 5. Equipment
 6. Volunteers
 7. Special teams

VII. Understanding the Field Situation

- A. Officer's Response
1. Responding thoughts
 2. Tunnel vision
 3. Anxiety
- B. Commander's Considerations
1. Locate
 2. Isolate
 3. Evacuate
 4. Situation Assessment
 5. Safety of personnel
- C. Scene Conditions
1. Crowds
 2. Contaminants

3. Stabilization

VIII. Criminal and Terrorist Threat Considerations

- A. School shooting
 1. Threat assessment
 - a. Criminal actions
 - b. Motive(s)
 - c. Effectiveness of destruction
 2. Terrorist hazards on American soil
 - a. Potential targets
 - b. Identify terroristic cues
 - c. Identify terroristic behaviors
 - d. Documentation
- B. Bomb Threat(s)
 1. Line of questioning
 - a. Decode the message
 - b. MOU familiarization
- C. Other Terrorist Hazards
 1. Unusual occurrences
 2. Develop safety plans
 3. Isolated attacks

IX. Dispatcher's Role

- A. Initial Call
 1. Reporting parties
 - a. Victim
 - b. Witness
 - c. Hearsay
 2. Witnesses
 - a. On scene
 - b. Away from scene

- B. Dispatch Protocol
 - 1. Deployment
 - 2. Behind the scenes
 - 3. Information dissemination
- C. Field Units
 - 1. Law Enforcement
 - 2. Fire Personnel
 - 3. Medical Personnel
- D. Notifications
 - 1. Systems
 - 2. Personnel
- E. Protracted Incidents
 - 1. SWAT activation
 - 2. Crisis Negotiations
 - 3. Fire
 - 4. Hazmat
- F. Questioning Techniques
 - 1. Refresh, rehearse, replay
 - a. The first 60 seconds
 - b. Creating the call
- G. Caller's Safety
 - 1. Enable reporting party to care for self
 - a. Maintain composure
 - b. Determine exit plan
- H. Learning Activity and Student Assessment #2
 - 1. Students will be divided into groups of 4-6 and each group will work independently.
 - 2. Students will complete an after-action report from the dispatcher's perspective and identify potential problems and complications.

3. Students will discuss unforeseen problems or complications that may arise in a situation that on the surface appears normal.
4. Students will create solutions and make recommendations to deal with the problems they identified.
5. Each group will teach back the problems, complications and solutions that they identified as lessons learned.

X. Certificates and Course Evaluation