

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>	
<p>COURSE TITLE: Mobile Field Force and Rapid Field Force Training</p>	
<p>LESSON TITLE: Module 4 – Public Order Forces: Incident Action Plan and Mutual Aid</p>	
<p>New or Revised Course [X] New [] Revised</p>	
<p>Prepared By: Lieutenant Chris O’Ree and Officer James Wynne Date: 03/11/2022</p>	
<p>Academic Director Approval: Gary Cordner Date:</p>	
<p>PARAMETERS</p>	<p>Lesson hours: 45 minutes Class size: 40 Space needs: Classroom, Audio/Visual gear</p> <p><input type="checkbox"/> Entry-level <input checked="" type="checkbox"/> Continuing Education <input type="checkbox"/> Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any) Mobile Field Force Operator and Modules 1 - 3</p>	
<p>LESSON HISTORY: Standardization of Mobile Field Force operations, deployment and policies</p>	
<p>PERFORMANCE OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Given a facilitated discussion, students will analyze and explain the key information found in each component of the Incident Action Plan, to the satisfaction of the facilitator. 2. Through facilitated discussion, students will identify and explain how the police department received mutual aid in times of need, to the satisfaction of the facilitator. 	<p>ASSESSMENT TECHNIQUES</p> <ol style="list-style-type: none"> 1. Facilitated Discussion 2. Facilitated Discussion

None	<p align="center">MPCTC/COMMISSION OBJECTIVES (if applicable)</p>
<p align="center">INSTRUCTOR MATERIALS</p> <ol style="list-style-type: none"> 1. Power Point 2. Lesson Plan 3. Standard Operating Procedure manual 	
<p align="center">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <ol style="list-style-type: none"> 1. Computer 2. Projector screen and/or Smart TV 3. Chart Paper 4. Markers 	
<p align="center">STUDENT HANDOUTS</p> <ol style="list-style-type: none"> 1. 30 copies B.P.D. S.O.P. hand-out 2. Copies of Appendix A, Incident Action Plan, for all students. 	
<p align="center">METHODS/TECHNIQUES</p> <ol style="list-style-type: none"> 1. Power point 2. Lecture 3. Facilitated Discussion 	
<p align="center">REFERENCES</p> <ol style="list-style-type: none"> 1. S.O.P. Manual 2. Department Policies 	
N/A	<p align="center">GENERAL COMMENTS</p>

Lesson Plan Checklist (Part 1)

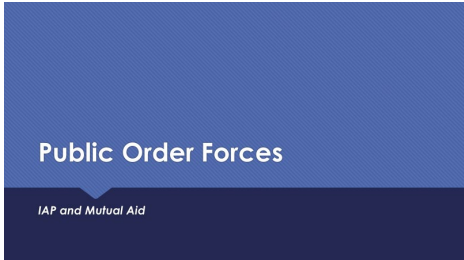

Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

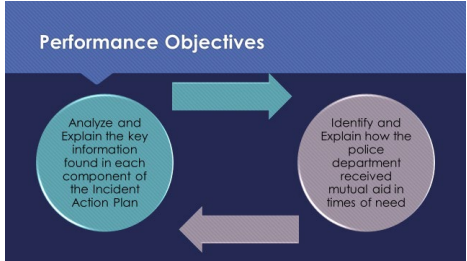
Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision Making Model?			X
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?			X
19. Does the lesson incorporate problem solving practices?			X
20. Does the lesson incorporate procedural justice principles?			X
21. Does the lesson incorporate fair & impartial policing principles?			X
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Officer James Wynne	Date: 02/05/2022		
Curriculum Specialist: Danalee Potter	Date: 3/15/2022 7/04/2022 08/30/2022		
Reviewing Supervisor: Lt. Chris O'Ree	Date:		
Reviewing Commander: Major Derek Loeffler	Date:		

LESSON PLAN: Public Order Forces Training

TITLE: Module 4 – Incident Action Plan and Mutual Aid

PRESENTATION GUIDE	TRAINER NOTES
<p>I. ANTICIPATORY SET</p> <p>INTRODUCTION</p> <p>SAY: Good morning, my name is _____. I have been with the Baltimore Police Department for ____ years. I have been assigned to (list assignments) and currently am assigned at _____</p> <p>Now, we will be going into the planning process that goes on behind the scenes for both planned and unplanned events. We will discuss the Incident Action Plan format and what goes into making one. The Incident Action Plan, or IAP, is based on FEMA's Incident Command System (ICS). We will also talk about how we get mutual aid from neighboring jurisdictions and how those agreements work.</p>	<p>Time: 5 minutes</p> <p><i>Facilitator should introduce themselves along with a brief summary of their experience with the BPD.</i></p> <p>Slide 1</p>  <p>Slide 1 is a blue slide with the title 'Public Order Forces' in white. Below the title, in smaller white text, is 'IAP and Mutual Aid'.</p>
<p>SAY: In the previous modules, we mentioned the Incident Action Plan, or IAP, and said that we would talk about it later. Well, now it is later, and we are going to go more into depth about what the plan is and what goes into it.</p> <p>ASK: Does anyone know what an Incident Action Plan is?</p>	<p>Slide 2</p> <p><u>NOTE:</u> Content on this slide is hidden. DO NOT reveal the 3 light green boxes until AFTER students answer the question.</p>  <p>Slide 2 is a blue slide titled 'Incident Action Plan'. It features a central box labeled 'What is it?' with three light green boxes below it. The first box says 'An IAP is a document compiled from different standardized forms'. The second box says 'It details various aspects of police response to incidents'. The third box says 'It gives the who, what, where, when, why, and how'. To the right of these boxes is a circular diagram showing the IAP process. Below the diagram, it says 'Call on a few volunteers to share their answers.' and 'Desired Responses:'. A bullet point follows: 'Plan which outlines the response to a situation of public unrest for a 12-hour operational period.' At the bottom, it says 'Click to mouse to reveal hidden content.'</p>

<p>SAY: An Incident Action Plan (IAP) formally documents the response strategy for a First Amendment assembly, along with the objectives for an “operational period” (usually a 12-hour block of time). The IAP consists of several standardized forms which document “the who, what, where, when, why, and how” of managing a situation of public unrest.</p> <p>ASK: Does anyone know when an IAP is actually prepared? In other words, when is an IAP actually required?</p> <p>SAY: We generally say that a demonstration of at least 50 people will require an IAP, but the decision ultimately rests upon the Incident Commander’s assessment of risk. Remember that the concept of dialogue policing requires that we maintain as light of a presence as needed to ensure that everyone is safe and their First Amendment rights are protected.</p> <p>SAY: There have been demonstrations of about 50 people where we have <i>not</i> deployed the Public Order Forces because there was a low risk of escalation. In such a case, we would not write an IAP. For an incident like the one we discussed at the end of module three (around 200 participants), though, there would most likely be an IAP. Two hundred participants is way too many for a few officers to handle.</p>	<p>Desired response</p> <ul style="list-style-type: none"> • Generally, for demonstrations of more than 50 people, though it is a discretionary decision. • If there is risk of a protest creating a large amount of criminal activity and/or danger for residents, businesses, and private property. • If the assembly is too large for a small team of officers to handle.
<p>SAY: Let’s take a look at what our performance objectives are for this module.</p> <p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> 1. Given a facilitated discussion, students will analyze and explain the key information found in each component of the Incident Action Plan. 2. Through facilitated discussion, students will identify and explain how the police department received mutual aid in times of need. 	<p>Slide 3</p>  <pre> graph LR A((Analyze and Explain the key information found in each component of the Incident Action Plan)) --> B((Identify and Explain how the police department received mutual aid in times of need)) B --> A </pre>

II. INSTRUCTIONAL INPUT (CONTENT)

SAY: There are eleven essential forms in an IAP. You can see them listed on the screen. We are going to go over each of these forms in our groups to gain more information about what each form entails, and then each group will provide that information to the class through a teach-back activity.

Jigsaw Activity:

SAY: In front of you is a sample of an Incident Action Plan. I'm going to assign each form to a group of two to three students.

As you analyze the forms, identify the key information requested on each. You will list this information on chart paper and be prepared to teach it back to the class.

ASK: Are there any questions?

SAY: I'll give you about 10 minutes to create your lists. You may begin.

SAY: Ok, time's up, please hang your chart paper up on the wall closest to your table group. As we go around the room, each group will choose a spokesperson.

Time: 35 minutes

Slide 4

Incident Action Plan

Where does it come from?

The concept behind the IAP comes from FEMA

It is a part of the standardized FEMA model for responding to incidents known as the Incident Command System

There are eleven essential forms

- Cover page
- Form 201 incident briefing
- Form 202 incident command form
- 203 organizational assignment list
- 204 assignment list
- 205 radio communication plan
- 206 medical plan
- 208 safety message/plan, incident status summary
- 213 general message
- 214 activity log

The facilitator should split the class into 11 small groups with two to three students per each group (modify group size as needed).

Pass out copies of Appendix A – Sample Incident Action Plan, and provide each group with chart paper and markers. Assign each group one of the forms in the IAP.

Answer any questions posed by students in order to clarify information.

As students are working in groups, utilize the Management by Walking Around (MBWA) strategy to monitor group progress, answer questions, and provide prompts to guide their thinking.

After 10 minutes.

Each group will summarize their list of key information, and then the facilitator will supplement their answers with additional detail.

SAY: Let's start with the group that was assigned the cover page.

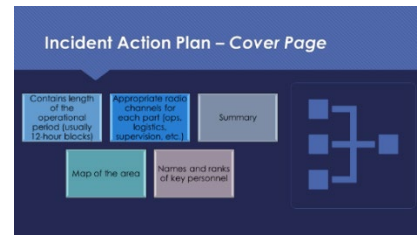
ASK: What information is included on the cover page?

SAY: The cover page includes information about the operational period (operational periods usually cover 12-hour blocks), radio channels and who they are for, a summary of the operation, a map of the immediate area, key supervisors and their ranks, and all of the assigned shifts and public order units.

SAY: The next section is Form 201, Incident Briefing Form. Let's have that group share next.

ASK: What key information is found on Form 201?

Slide 5

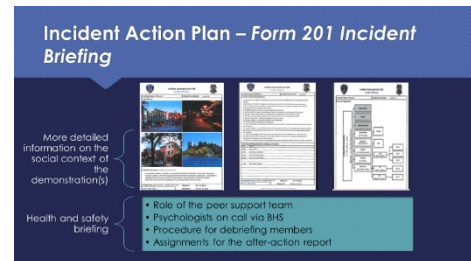


Allow the group to share the information, then supplement their answers with additional detail.

Desired Responses:

- Contains length of the operational period (usually 12-hour blocks).
- Appropriate radio channels for each part (ops, logistics, supervision, etc).
- Summary.
- Map of the area.
- Names and ranks of key personnel.
- All of the assigned shifts and public order units.

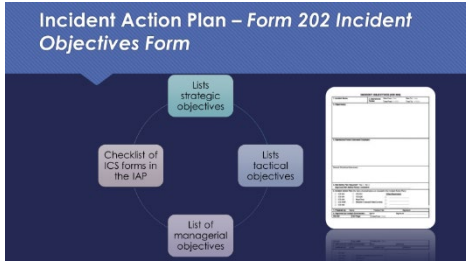
Slide 6



Allow the group to share the information, then supplement their answers with additional detail.

Desired Responses:

- More detailed information on the social context of the demonstration(s)
 - Health and safety briefing.
 - Role of the peer support team.

<p>SAY: Form 201 provides a lot more information as to the “why” behind the operation. It provides the social context behind why the event is happening. Form 201 also provides a more detailed map showing the operational area and expected weather conditions.</p> <p>It includes a section for a summary of health and safety information, as well as a list of current and planned objectives up to 72 hours into the future.</p> <p>There is a section on the form to list any planned actions, strategies, and tactics to be used or that have been used and a spot to write in the time of occurrence. On page three of the form is a more detailed organizational chart which shows the various command roles that are part of ICS, along with their immediate subordinates and geographical assignments, where appropriate.</p>	<ul style="list-style-type: none"> ○ Psychologists on call via BHS. ○ Procedure for debriefing members. ○ Assignments for the after-action report. ○ Planned actions/strategies. ○ Detailed summary of command structure.
<p>SAY: Next up are the Incident Objectives, Form 202.</p> <p>ASK: What information is included on this form?</p> <p>SAY: The Incident Objectives Form will list all the objectives that need to be met during this operational period. Whether they are designed to only last during this period or are defining objectives for future operational periods, they will be spelled out here.</p>	<p>Slide 7</p>  <p>The diagram shows a central box labeled 'Checklist of ICS forms in the IAP' connected to three surrounding boxes: 'Lists strategic objectives' (top), 'Lists tactical objectives' (right), and 'List of managerial objectives' (bottom). To the right of the diagram is a thumbnail image of the actual Form 202 Incident Objectives Form, which includes sections for 'Incident Objectives', 'ICS Forms', and 'Other Information'.</p> <p><i>Allow the group to share the information, then supplement their answers with additional detail.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none"> ● Lists strategic objectives. ● Lists tactical objectives. ● List of managerial objectives ● Checklist of ICS forms in the IAP.

SAY: There is a spot for the IC to place emphasis on certain objectives or goals for the period. There is a spot for general situational awareness if there are details that members need to be aware of, and check box if a safety plan is required.

There is then a checklist for what forms are included in this particular IAP, and a spot to list other attachments.

SAY: The next form on our list is Form 203, Organizational Assignment List. Will the group assigned to this section please share?

ASK: What important information is included in the Organizational Assignment List?

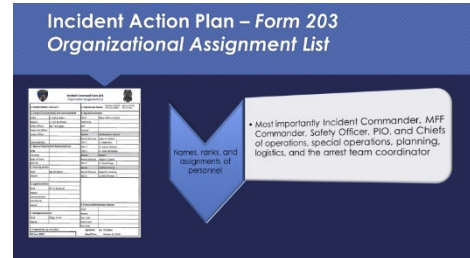
SAY: Form 203 is the organizational assignment list. Each section/division has several positions listed as well as a spot for the IC and command staff. There is also a section to cover out-of-jurisdiction or non-police entity leadership.

ASK: Will every incident have all of these positions? Why or why not?

SAY: Remember, not every event will have each of these positions, and depending on the size of the incident and command staff, not every subordinate position will be filled.

SAY: Ok, let's move onto the Assignment List, also known as Form 204.

Slide 8



Allow the group to share the information, supplement their answers with additional detail.

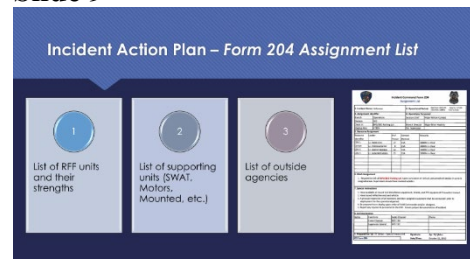
Desired Responses:

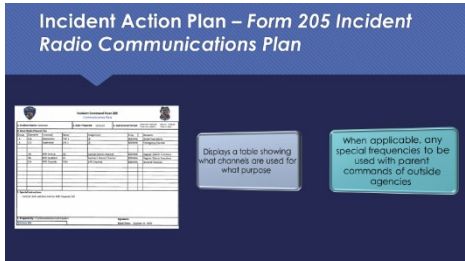
- Names and ranks or personnel
- Assignments of personnel

Desired Responses:

- No, because it all depends on the size of the incident and the proportional police response. Some incidents, for example, may not require four Rapid Field Formations.

Slide 9



<p>ASK: What is included on Form 204?</p> <p>SAY: Form 204 is the assignment list. Whereas 203 is more oriented toward Command, 204 covers the specific work assignments of each particular unit that is part of our response.</p> <p>It is a form which allows the Incident Commander to look at their available resources, who the resources have been assigned to, how to reach them, what they are being used for, and where they are being used.</p>	<p><i>Allow the group to share the information, supplement their answers with additional detail.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none"> • List of RFF units (formerly known as “Civil Disturbance Units” or CDUs) and their strengths. • List of supporting units (SWAT, Motor, Mounted, etc.). • List of outside agencies.
<p>SAY: The next section is Form 205 – the Incident Radio Communications Plan form. Let’s have that group share next.</p> <p>ASK: What key information is found on Form 205?</p> <p>SAY: Form 205 is the radio communications plan. It is a pretty straightforward form listing all channels in use for the operation and who is using them. And if applicable, it also includes any special frequencies being used to speak to external agencies.</p>	<p>Slide 10</p>  <p><i>Allow the group to share the information, then supplement their answers with additional detail.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none"> • Displays a table showing which channels are used for different purposes. • When applicable, any special frequencies to be used with parent commands of external agencies.

SAY: Ok, the next section on the list is the Medical Plan, Form 206.

ASK: What can you tell me about the information on this form?

SAY: Form 206 comes covers the medical plan for the operation. It lists hospitals to be used during the operation, their treatment capabilities, address, routes to and from, and contact numbers.

If any field aid station is set up, the form will also list their location and capabilities. In the event of air assets being used for evacuation, these will also be listed on this form.

SAY: Next up is the Safety Message and Plan, also known as Form 208.

ASK: What information is included on this form?

Slide 11

Incident Action Plan – Form 206 Medical Plan

Lists designated hospitals to be used including treatment capabilities, addresses, and phone numbers

List of any medical aid stations to be set up in the field

List of air assets designated for the operation for transportation

Allow the group to share the information, then supplement their answers with additional detail.

Desired Responses:

- Lists designated hospitals to be used including treatment capabilities, addresses, and phone numbers
- List of any medical aid stations to be set up in the field
- List of air assets designated for transportation.

Slide 12

Incident Action Plan – Form 208 Safety Message/Plan

Environmental or logistical hazards

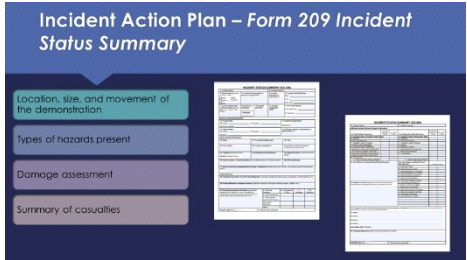
Completed and attached addendum of peer support and health/wellness checks schedule

Attached health and wellness log

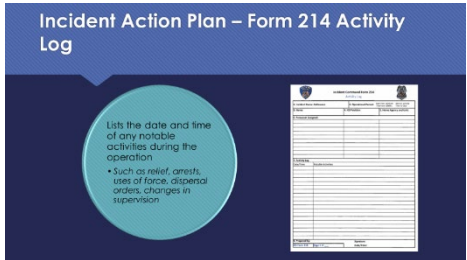
Allow the group to share the information, then supplement their answers with additional detail.

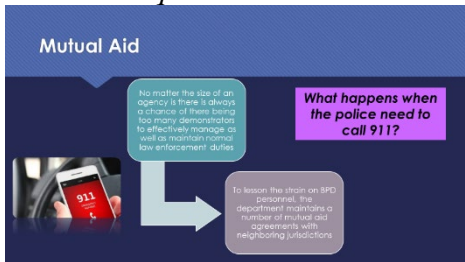
Desired Responses:

- Environmental or logistical hazards.

<p>SAY: The purpose of the Safety Message and Plan is to detail any environmental or logistical hazards and threats which may manifest over the course of the event. Attached to it is an addendum of available peer support assets, as well as a schedule for supervisors and peers to perform health and wellness checks.</p> <p>SAY: There will also be a health and wellness log attached to Form 208. Peer support and health checks are processes unique to BPD. Other agencies may not go into the same detail on this form.</p>	<ul style="list-style-type: none"> • Completed and attached addendum of peer support and health/wellness checks schedule. • Attached health and wellness log.
<p>SAY: Form 209, Incident Status Summary, includes a lot of information. So, I'll ask the next group to share their list, and then I'll take a little more time over the next two slides to review it.</p> <p>ASK: What information does the Incident Status Summary include?</p> <p>SAY: Form 209 is the Incident Status Summary. Just as the name implies, it is a snapshot of the current operating picture. The first page outlines the “who, what, and where” of the operation taking place. There is</p>	<p><u>NOTE:</u> Slides 13 and 14 pertain to Form 209.</p> <p>Slide 13</p>  <p><i>Allow the group to share the information, then supplement their answers with additional detail.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none"> • Location, size, and movement of the demonstration. • Types of hazards present. • Damage assessment. • Summary of casualties. • Threat projections out to 72 hours. • Discussion of overall progress on strategy. • Planned actions for the next operational period. • List of committed resources.

<p>a subsection for any special events reported during the time period, damage assessment, and any hazards involved.</p> <p>On the second page, it provides casualty summaries and a threat assessment. It classified casualties as either public (civilian) or sworn.</p>	
<p>SAY: There is a section at the bottom of the page for projected incident activity over the next 72 hours, and a spot for strategic level objectives. The 3rd page is a threat summary, critical resource summary, strategic discussion, and planned actions for the following operational periods.</p> <p>Keep in mind, the Incident Status Summary is used for reporting information on significant incidents. It is not intended for every incident, as most incidents are of short duration and do not require scarce resources, significant mutual aid, or additional support and attention.</p>	<p>Slide 14</p> <p>The slide shows a presentation slide titled 'Incident Action Plan – Form 209 Incident Status Summary Continued...'. It features a list of topics on the left: 'Threat projections ranging from 12 to 72 hours out', 'Discussion of overall progress of strategy', 'Planned actions for the next operational period', and 'List of committed resources'. To the right are two images of the Form 209 document, one showing the header and another showing a table of resources.</p>
<p>SAY: The General Message, Form 213, comes next in the IAP.</p> <p>ASK: What information is included on this form?</p>	<p>Slide 15</p> <p>The slide shows a presentation slide titled 'Incident Action Plan – Form 213 General Message'. It features three main sections: 'Reiteration of the tactical and managerial objectives', 'Names, representative organizations, and contact information of those acting as primary police liaisons on behalf of demonstrating groups', and 'Instructions for platoon commanders to identify and communicate information from ad-hoc liaisons in the field'. A small image of Form 213 is also shown.</p> <p><i>Allow the group to share the information then supplement their answers with additional information.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none"> • Reiteration of the tactical and managerial objectives. • Names, representative organizations, and contact information of those acting as primary police liaisons on behalf of demonstrating groups. • Names of appropriate interlocutors from the ACLU and/or PDO.

<p>SAY: Form 213 is the general message. It is a general statement on tactics, any liaisons between police and demonstrators, and other instructions. It reiterates the tactical and managerial objectives for the operational period.</p> <p>SAY: With respect to police-demonstrator liaisons, it provides their names, organizational affiliation, and contact information.</p> <p>ASK: Why do we need to know who the points of contact are for the demonstrators?</p> <p>SAY: In the event that a group refuses to communicate with law enforcement, the form should include contact information for the ACLU and Office of the Public Defender. It should also specify the proper channels for platoon commanders to notify command of any ad-hoc liaisons (on the demonstrator side) they may encounter in the field.</p>	<ul style="list-style-type: none"> • Instructions for platoon commanders to identify and communicate information from ad-hoc liaisons in the field. <p>Desired Responses:</p> <ul style="list-style-type: none"> • To keep the Department informed of any changes to their plans. • To negotiate with liaisons if necessary.
<p>SAY: The final section of the IAP is Form 214, the Activity Log. Let's have the last group teach back what information is on this form.</p> <p>ASK: What details are included in the Activity Log?</p> <p>SAY: Form 214 is the final essential form in an IAP. It is a running log of events which take place during the demonstration. The log provides a space for the date and time of notable activities. Included in this log may be things like officer relief efforts, arrests, uses of force,</p>	<p>Slide 16</p>  <p><i>Allow the group to share the information then supplement their answers with additional information.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none"> • Lists the date and time of relief arrests, uses of force, dispersal orders, and changes in supervision

<p>dispersal orders, and changes in supervision. Keep in mind that supervisors are still required to report force under policy 725 notwithstanding whatever is reported on Form 214.</p> <p>Now that we've reviewed the components of an Incident Action Plan, let's take a quick look at what mutual aid is and how the Department uses it.</p>	
<p>ASK: Who can tell me what happens when police have to call 911?</p> <p>SAY: Mutual aid is for when we need to call 911. Think of as being similar to how we call for another car when we have a serious incident, just on a jurisdiction sized scale.</p> <p>SAY: Despite the size of our agency and available resources, incidents have a chance of getting too large for even us to handle.</p> <p>Think back to the 2015 riots. There were too many incidents occurring over too large a geographic area for just our department to handle.</p> <p>ASK: As such, how did BPD get assistance?</p> <p>SAY: That's correct. We had agreements with surrounding agencies to come in and assist. Different counties and jurisdictions, including the Maryland National Guard all supported our officers during that time. That wouldn't have happened without a Mutual Aid Agreement.</p>	<p>Slide 17 <u>NOTE:</u> Content on this slide is hidden. DO NOT reveal the 3 light green boxes until AFTER students answer the question</p>  <p>Possible Responses:</p> <ul style="list-style-type: none"> • They call other jurisdictions for assistance. • They notify their supervisor. <p>Desired Response: Outside agencies came in to support us</p>

SAY: When mutual aid agreements are filled out, they take several factors into consideration. The request establishes jurisdiction of the assisting agency. In other words, what are they allowed to do while assisting us and where they are allowed to do it.

ASK: Why do you think establishing a mutual aid agreement with the assisting agency is important?

SAY: Correct. The Mutual Aid agreement establishes liability in the event things go wrong and reimbursement of costs incurred.

The agreement also outlines how units will get to the operational area, how they will move about within the area, how they will move to other operational areas, and how will they be transported back to their jurisdiction.

It also spells out what policy standards the assisting agency(ies) are expected to follow.

SAY: Although we referred to it as us calling 911, we all know it is never that simple.

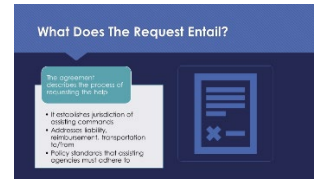
ASK: Does anyone know who is in charge of sending the written request for help?

SAY: That is right. The written request comes directly from the Police Commissioner asking for help.

It explains what we are asking for and also includes the details listed on the last slide (i.e. the jurisdiction of assisting commands, addresses liability, reimbursement, transportation to/from, and policy standards that assisting agencies must adhere to).

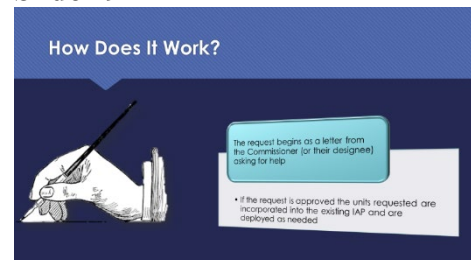
SAY: If the request is approved, the units requested are incorporated into the existing IAP and deployed as needed.

Slide 18

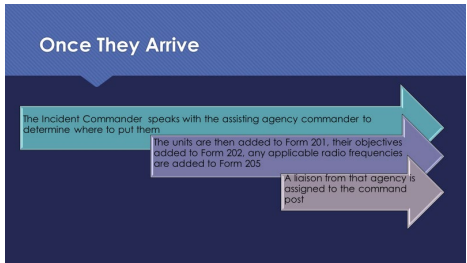
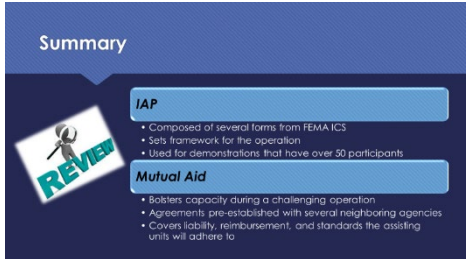


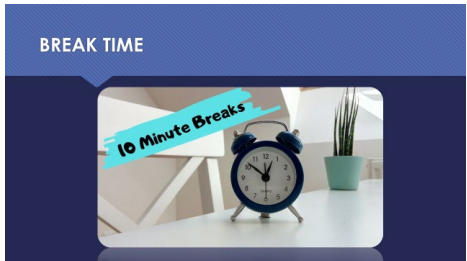
Desired Response:
For liability purposes

Slide 19



Desired Response:
The Police Commissioner

<p>SAY: If the request is denied it can be rewritten as needed to get approval from outside jurisdictions.</p> <p>ASK: What might be a reason for why a request is denied?</p>	<p>Desired Response:</p> <ul style="list-style-type: none"> • Lack of available manpower in requested jurisdictions. • Lack of personnel with the necessary equipment or training.
<p>SAY: Once the assisting units arrive, they contact the Incident Commander, and the IC will determine how to implement them into the Incident Action Plan.</p> <p>They are then added to the appropriate forms with their objectives added and how to contact them. A liaison from that specific agency will be assigned to the command post to liaise between departments.</p> <p>Should any changes need to be made to the mutual aid request, these liaisons will be able to reach out to their respective chain of command.</p>	<p>Slide 20</p> 
<p>III. EVALUATION/CLOSURE</p> <p>SAY: To sum up the IAP is comprised of several different forms.</p> <p>ASK: Where do those forms in the IAP come from?</p> <p>SAY: That's right. They come from FEMA ICS and we tailor to our use and needs.</p> <p>It sets the operational framework for us to carry out our duties from peaceful assemblies, through civil disturbances. We use it for demonstrations.</p> <p>ASK: How many participants/demonstrators does there need to be before an IAP can be established?</p> <p>SAY: Mutual aid bolsters our capacity in challenging operations.</p>	<p>Time: 5 minutes</p> <p>Slide 21</p>  <p>Desired Response: FEMA ICS</p> <p>Desired Response: Over 50 participants</p>

<p>ASK: Who is part of a Mutual Aid Agreement?</p> <p>ASK: What does the MA cover?</p> <p>SAY: That is right. The agreement covers liability, reimbursement, and standards and policies assisting agencies will adhere to.</p>	<p>Desired Response: Multiple agencies and jurisdictions across the state</p> <p>Desired Response:</p> <ul style="list-style-type: none"> • Liability • Reimbursement • Standards • Policies
<p>SAY: Alright everyone, let's take a quick 10-minute break. Please plan to return at.....</p>	<p>Slide 22</p>  <p><i>The facilitator should make note of the time and provide students with a return time.</i></p>

APPENDIX A

Sample Incident Action Plan

Click the link to access this document.
It contains too many pages to include in its entirety here.

<https://app.box.com/s/v79sxnk15hivpgq8cfse28g808tw0utk>