

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: Public Order Forces Training</p>		
<p>LESSON TITLE: Module 5 – Deployment & Assessment of Escalation</p>		
<p>New or Revised Course <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p>		
<p>Prepared By: Lieutenant Chris O’Ree</p>		<p>Date: 02/05/2022</p>
<p>Academic Director Approval: Gary Cordner</p>		<p>Date:</p>
<p>PARAMETERS</p>	<p>Lesson hours: 45 minutes</p> <p>Class size: 40</p> <p>Space needs: Classroom, Audio/Visual gear</p>	<p><input type="checkbox"/> Entry-level</p> <p><input checked="" type="checkbox"/> Continuing Education</p> <p><input type="checkbox"/> Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p> <p><i>Mobile Field Force Operator Course</i></p> <p><i>Module 1 POF: SOP Policy Framework</i></p> <p><i>Module 2 POF: Rapid Field Formations and Mobile Field Force</i></p> <p><i>Module 3 POF: Responding to Planned and Unplanned Assemblies</i></p> <p><i>Module 4 POF: Incident Action Plan & Mutual Aid</i></p>		
<p>LESSON HISTORY:</p> <p><i>Standardization of Mobile Field Force Operations, Deployment & Policies</i></p>		
<p>PERFORMANCE OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Given a sorting activity, students will identify and explain the various factors considered as part of a continuous assessment of escalation. 2. Given a small group activity, students will list the characteristics of true threats to the satisfaction of the facilitator. 		<p>ASSESSMENT TECHNIQUES</p> <ol style="list-style-type: none"> 1. Case Study & Facilitated Discussion 2. Small Group Activity

3. Given three case studies and facilitated discussion, students will analyze how BWC footage can be used to evaluate crowd conditions during a protest. 4. Through facilitated discussion, students will explain how to keep groups safe and separated during a counter-protest situation.	3. Case Studies & Facilitated Discussion 4. Facilitated Discussion
<p style="text-align: center;">MPCTC OBJECTIVES (if applicable)</p> <p>N/A</p>	
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <i>Policies & Procedures Lesson Plan</i> <i>Policies & Procedures PowerPoint</i> <i>Standard Operating Procedure Manual</i> Appendix A: Factors in Continuous Assessment, Sorting Activity (Paper Strips)	
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> Computer, screen and projector, white board Audio/Visual Gear	
<p style="text-align: center;">STUDENT HANDOUTS</p> Appendix A: Factors in Continuous Assessment, Sorting Activity (Paper Strips)	
<p style="text-align: center;">METHODS/TECHNIQUES</p> Facilitated discussion, group sorting activities, case studies.	
<p style="text-align: center;">REFERENCES</p> 1. Public Order Forces Manual (SOP) 2. Policy 804, <i>First Amendment Protected Activities</i> 3. BWC case studies (slides 15 – 17)	
<p style="text-align: center;">GENERAL COMMENTS</p> <p>N/A</p>	

Lesson Plan Checklist (Part 1)

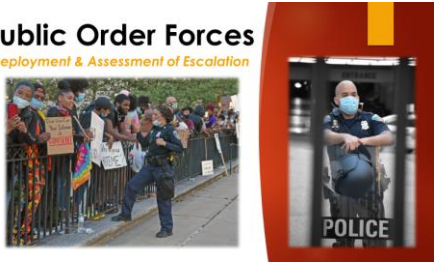
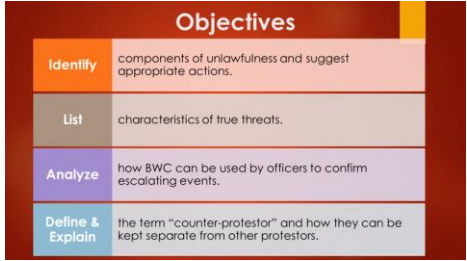
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are 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: Det. James Wynne	Date: 2-5-22		
Curriculum Specialist: Dawn Peake Danalee Potter Danalee Potter Danalee Potter	Date: 03-07-2022 03-22-2022 07-04-2022 09-01-2022		
Reviewing Supervisor: Lt. Chris Oree	Date: 02-05-2022		
Reviewing Commander: Major Derek Loeffler	Date:		

COURSE TITLE: Public Order Forces Training

LESSON TITLE: Module 5 – Deployment & Assessment of Escalation

PRESENTATION GUIDE	FACILITATOR NOTES										
<p>I. ANTICIPATORY SET</p> <p>Slide 1</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>SAY: Now, we will be discussing our actual deployment and how we assess escalation. We will go over what decisions are made and what criteria are used to determine the size of the deployment, as well as what goes into getting officers to the scene of an event. We will also discuss the factors comprising our continuous assessment of escalation. Without understanding how or why something escalates, we cannot de-escalate.</p>	<p>Time: 2 minutes</p> <p>Slide 1</p> <p><i>The facilitator should introduce themselves to include how long they have been on the department as well as a summary of their experiences.</i></p> <p>Public Order Forces Deployment & Assessment of Escalation</p> 										
<p>II. INSTRUCTIONAL INPUT</p> <p>PERFORMANCE OBJECTIVES</p> <p>Slide 2</p> <p>SAY: Let's take a look at our performance objectives. By the end of this module, you will be able to...</p> <ul style="list-style-type: none"> • Identify the components of unlawfulness and imminent unlawful action. • List the characteristics of true threats. • Analyze how BWC footage can be used to evaluate crowd conditions. • Explain the notion of “counter-protestors” and how to keep them separate and safe. 	<p>Time: 40 minutes</p> <p>Slide 2</p>  <table border="1"> <thead> <tr> <th colspan="2">Objectives</th> </tr> </thead> <tbody> <tr> <td>Identify</td> <td>components of unlawfulness and suggest appropriate actions.</td> </tr> <tr> <td>List</td> <td>characteristics of true threats.</td> </tr> <tr> <td>Analyze</td> <td>how BWC can be used by officers to confirm escalating events.</td> </tr> <tr> <td>Define & Explain</td> <td>the term “counter-protestor” and how they can be kept separate from other protestors.</td> </tr> </tbody> </table>	Objectives		Identify	components of unlawfulness and suggest appropriate actions.	List	characteristics of true threats.	Analyze	how BWC can be used by officers to confirm escalating events.	Define & Explain	the term “counter-protestor” and how they can be kept separate from other protestors.
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<p>Slide 3</p> <p>SAY: Before we can even deploy units to an incident, a lot of information needs to be gathered so that an informed decision can be made. We do not want to send the entirety of the MFF with multiple RFFs in full PPE to an assembly of ten people who are being peaceful.</p> <p>SAY: Conversely, we do not want to send one RFF to</p>	<p>Slide 3</p>										

an event like the riots of 2015. To make sure that we do not make such an error, we gather information and put together a pre-deployment briefing using the ICS briefing checklist.

SAY: We will now listen to the short officer wellness portion of the briefing for your awareness. Let's have a look. **Remember that Officer Wellness is ALWAYS available for any physical/mental health needs you may have, including issues that arise during protests.**

Play the OSW pre-deployment briefing, which includes a voice narration. Once the briefing has finished, move on to the next slide.

Video link:

<https://app.box.com/s/7164klxpnf7136w9i3ikmlkzrmn2i1sv>

Slide 4

SAY: Although briefings and planning can go on forever (there is always another "what if") eventually someone needs to make the decision to mobilize units. Which brings us to the actual deployment of BPD units to demonstrations.

ASK: Who responds to public demonstrations first?

EXPLAIN: Regardless of whether an event is planned, unplanned, lawful, or unlawful, RFFs will ALWAYS deploy first. They are easier to maneuver, provide more flexibility for our response, and present as a "lighter" police response than a fully outfitted MFF in protective gear. Sometimes the mere presence of officers in riot gear is enough to create tension. So, the run-of-the-mill uniformed officer is often our least intrusive option. We wouldn't want to show up en-masse in full PPE to a peaceful protest of 12 people, not only because it is disproportionate, but because it is very intrusive.

Slide 4

We've been Briefed...

NOW?
WHAT?

Who responds to public demonstrations FIRST?

Desired Response:

- RFFs always respond first.

Click to reveal desired responses and content on slide.

We've been Briefed...

NOW?
WHAT?

The actual deployment of BPD units

RFF **ALWAYS** responds **first** to public demonstrations.

- Least aggressive posture
- Easier to maneuver
- More flexibility

Slide 5

SAY: As we discussed in previous modules, the first responding units begin to gather information once they arrive on scene. They try and fill in any blanks that may have been missed during the planning process. We saw part of this information-gathering in action when we worked on Form 209 in a previous module.

Slide 5

RFF Deployment



RFF responds and begins process.



Can grow or shrink the footprint of the RFF as needed



RFF also follows the IAP.
(Incident Action Plan)



For example, a planned event might not have any specified leadership and points of contacts, other than the person who applied for the permit. Their intent may be entirely unknown. So, the first responding units try to find out if there is anyone who is leading the event or who may serve as a good contact for communications during the event. If it was a completely unplanned event, there will be many blanks in intelligence that the RFF can fill in.

SAY: During this time, the footprint of the RFF can grow or shrink as needed. Even if there are three RFF platoons on scene, an additional squad or even a platoon might need to be on stand-by at any given time.

It is important to remember that even the *ad-hoc* RFFs follow the IAP—same as the MFF.

Slide 6

SAY: There is always a chance that an event is too much for the RFF, even with multiple platoons available.

ASK: What happens when the event is too much for the RFF?

SAY: In that scenario, or even leading up to that scenario should the event give signs it is going to devolve, the MFF is put on standby. As you recall the MFF has a higher degree of training and responds fully suited up in their riot gear. They also have a larger compliment of less-lethal munition systems and present a more aggressive more militaristic appearance than the RFF.

EXPLAIN: If an event ends up requiring the MFF, they respond and take over the operation while the RFF gets into their PPE and is then folded in under the leadership of the MFF Commander. The MFF Commander and IC stay in constant contact to address any deviations or changes to the IAP. Although the

Slide 6



Desired Responses:

- MFF responds and takes over the operation while the RFF get into their PPE and are then folded in under the leadership of the MFF Commander.

Click to reveal desired responses on slide.

MFF is more for a worst-case scenario type event, de-escalation (as soon as safely possible) is a priority. The longer a situation remains escalated the more likely property damage and personal injury is to occur. Granted, some things are completely outside of our control, but the effort should be made to de-escalate as soon as possible and as often as possible.

Slide 7

ASK: What if we can't de-escalate?

SAY: There is always a chance that we cannot de-escalate. Some organizations exist purely to cause chaos and unfortunately hijack peaceful assemblies and use them as cover for their actions. The lawful and peaceful participants may leave the area and comply, but can be used as a distraction or worse, a human shield, for those wishing to simply destroy property and harm people for the sake of the act itself.

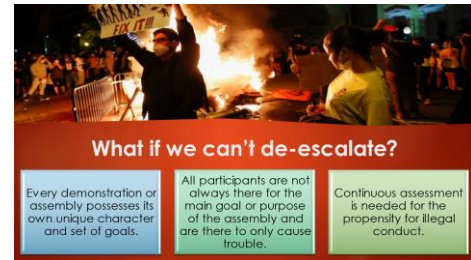
This is why **continuous assessments** are needed to be made, arrests are made based off of individualized probable cause, and the requirements for the use of less-lethal munitions and chemical agents are strict.

GROUP ACTIVITY – TWO LARGE GROUPS

Slide 8

SAY: So, what goes into this “continuous assessment?” I want you all to put yourselves in the position of the Incident Commander. As the Incident Commander, you know that declaring an assembly unlawful is not something to be taken lightly. An unlawful assembly

Slide 7



What if we can't de-escalate?

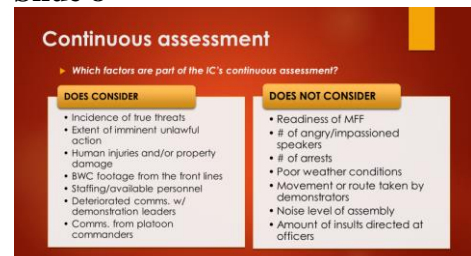
Every demonstration or assembly possesses its own unique character and set of goals.	All participants are not always there for the main goal or purpose of the assembly and are there to only cause trouble.	Continuous assessment is needed for the propensity for illegal conduct.
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Desired Responses:

- Lawful and peaceful participants may leave the area and comply, but this can lead to distraction or worse.
- Report deteriorating conditions to your supervisor (squad leader, platoon commander, etc.).

Click to reveal.

Slide 8



Continuous assessment

► Which factors are part of the IC's continuous assessment?

DOES CONSIDER	DOES NOT CONSIDER
<ul style="list-style-type: none">• Incidence of true threats• Extent of imminent unlawful action• Human injuries and/or property damage• BWC footage from the front lines• Staffing/available personnel• Deteriorated comms. w/ demonstration leaders• Comms. from platoon commanders	<ul style="list-style-type: none">• Readiness of MFF• # of angry/impassioned speakers• # of arrests• Poor weather conditions• Movement or route taken by demonstrators• Noise level of assembly• Amount of insults directed at officers

may be subject to a dispersal order, which may subsequently increase the number and intensity of confrontations between demonstrators and the police. That's something that we want to avoid.

SAY: Before you is a jar full of paper strips containing various factors. The goal is for you to identify which factors an Incident Commander **must** take into consideration when conducting their continuous assessment to determine whether to declare an assembly unlawful, and which factors the IC **does not** take into consideration for this assessment. *I also want you to explain why a given factor is or is not taken into consideration by the IC when determining whether to declare the assembly unlawful.* You have five minutes.

All right, let's collect your responses. Which ones does the IC consider, and which does the IC not consider? Let's start with the ones that the IC does consider. Anyone?

True

- Incidence of true threats.
- Extent of imminent unlawful action.
- Human injuries and/or property damage.
- BWC footage from the front lines.
- Staffing/available personnel.
- Deteriorated communications with demonstration leaders.
- Communications from platoon commanders regarding crowd behavior.

SAY: Okay. We're going to talk more about these factors in a minute, but what about the ones that the IC does not consider? *Why are these factors that the IC does not consider?*

False


This slide contains two animations. Do not reveal them until directed to do so below.

Place the jar containing the paper strips (see Appendix A) at the front of the class. Divide the class in half (two "teams") and appoint one person from each half to go to the front of the class and pick out seven paper strips for their team.

Allow the students five minutes to determine their responses.

Accept ("Yep, that one is right") or deny ("Nope, false") student responses according to the correct answers shown to the left. Once the students have finished responding, click once to reveal the true responses.

Student responses will vary here. Try to guide them towards the correct responses shown to the left, under "DOES CONSIDER."

<ul style="list-style-type: none"> • Readiness of the MFF: This has no bearing upon the lawfulness of an assembly. The question of lawfulness has to do with the behavior of demonstrators, not BPD's readiness. • Number of angry/impassioned speakers: A demonstration could have an unlimited number of speakers and still remain lawful, so long as the speakers are not making true threats (which we will discuss in a moment) or inciting imminent unlawful action (also forthcoming). • Number of arrests: A large number of arrests does not, in and of itself, make an assembly unlawful. You may have a very large assembly that contains with a large number of individuals committing crimes. These individual crimes do not mean that demonstrators' rights should be suspended. • Weather conditions: Unfavorable weather conditions do not make an assembly unlawful. Demonstrators have the right to peacefully assemble in public spaces regardless of weather conditions. In rare instances, weather could have an effect upon <i>safety</i> (e.g. – demonstrators protesting during a hurricane or flood warning), but this would not make the demonstration unlawful, per se. 	
<p>Slide 9</p> <p>SAY: Now, let's get into some of the factors that the Incident Commander <i>would consider</i> as part of their continuous assessment. We'll begin with true threats.</p> <p>SAY: One way that we differentiate between those at an assembly who are just angry versus those who are willfully there to cause harm is by looking at what they say and do. Let's talk about what makes something a "true threat."</p> <p>SMALL GROUP DISCUSSION</p> <p>SAY: In your table groups, take about three minutes to discuss the characteristics of true threats. In addition to the characteristics, be prepared to share an example of a true threat. Record the characteristics on the chart paper provided to you.</p>	<p>Slide 9</p>  <p><i>Distribute chart paper and markers to each table group. Students should be given approximately 3 minutes to discuss and record.</i></p> <p><i>While students are working, the instructor should circulate around the room to clarify any misconceptions and ask follow-up</i></p>

<p>Let's share our responses. When sharing, identify ONE characteristic and then provide an example. As each group shares a characteristic, please try not to repeat.</p> <p>SAY: A true threat is a statement intended to intimidate or threaten directed at a particular group or individual, calling for their immediate harm or destruction (if referring to property).</p>	<p><i>questions.</i></p> <p><i>The instructor should have a volunteer from each table share ONE characteristic, encouraging students to not repeat. This will also ensure students are actively listening.</i></p> <p>Desired Responses: <i>Statements which . . .</i></p> <ul style="list-style-type: none"> • Intimidate or threaten, • Communicate intent to commit an act of violence or harm, • Target or refer to a specific individual or group, and • Are made in the presence of said person(s) or observed by the person(s) <p><i>NOTE: <u>All</u> of the above characteristics need to be present for a threat to be considered a True Threat. Make this clear to the class.</i></p> <p>Examples of True Threats:</p> <ul style="list-style-type: none"> • An individual holding an empty bottle near a speaker interrupts the speaker and yells, "Let's bash his skull in!" • An individual near a pile of stones on the street tells others around him: "Break those windows! Let's take what is ours!"
<p>Slide 10 SAY: Another factor which the IC takes into consideration while conducting their continuous assessment is the potential for imminent unlawful action. For example, a demonstrator who gets on a loudspeaker and calls for the immediate destruction of nearby, accessible property. The threat is not made for</p>	<p>Slide 10</p>

some point in the future, or directed at a property which is far away from demonstrators. It has the actual potential to be carried out.



Slide 11

SAY: The continuous assessment of a crowd also involves looking at the extent of human injuries and/or property damage.

ASK: What are some of the questions that an Incident Commander might ask here? What exactly are they looking at when it comes to human injuries or property damage?



Slide 11





Desired Responses:

Substitute “injury” for “property damage” here. The same principles apply to both.

- **Scale:** are the injuries localized in a specific area or widespread across a demonstration? Are there just a few injuries, or are they reaching very high numbers?
- **Origin:** Are the injuries the result of police activity, actions taken by the demonstrators, or the result of crimes committed by individual actors? **If caused by an individual actor, an arrest can be made.**
Examples: Inhaling smoke near a fire lit by demonstrators, being struck by a rock thrown by another demonstrator, etc.
- **Threat to Public Safety:** Are the injuries having collateral effects upon the area? Are they creating a

	<p>general threat to public safety?</p> <ul style="list-style-type: none"> • <i>Example: people being injured at an intersection where traffic has not been redirected. This puts drivers and demonstrators at risk in equal measure.</i> • <i>Example: damage to major infrastructure such as an electrical substation, traffic fixtures, roads, store fronts, etc.</i> • Is it collective and generalized? In other words, is the damage/injury reaching the point where one cannot reliably establish individualized probable cause? Is it becoming a general feature of the crowd itself?
<p>Slide 12 SAY: The IC will also look at BWC footage to determine whether an assembly is becoming unlawful. In the camera footage, the IC looks for collective violence, destruction of property, or any other unlawful acts.</p>	<p>Slide 12</p> 
<p>Slides 13 – 15 CASE STUDIES – BWC to Confirm Escalation</p> <p>SAY: Let’s look at an example of how BWC footage might help us confirm that an assembly has escalated to the point of a Civil Disturbance. We’re going to look at several pieces of BWC footage. I want you to answer the following questions for each case:</p> <ol style="list-style-type: none"> 1. Would the video be enough to substantiate a Civil Disturbance? (Yes or No) 2. Are there any elements of a Civil Disturbance that 	<p>Slide 13</p>  <p><i>Clip play times:</i></p> <p>Case 1 – Play until 0:35.</p> <p>Case 2 – Play until 0:35.</p>

<p>you might report to your supervisor? If so, which ones?</p>	<p>Case 3 – <i>Play from 0:45 onward, at instructor’s discretion.</i></p> <p><i>See desired responses to the right for each case/clip. If students fail to answer correctly, use the desired responses to provide an explanation.</i></p> <p>Case 1 – Desired responses</p> <ul style="list-style-type: none"> - No. Though the protestors are angry and even tear down the barricade, there is no evidence of a threat of collective and generalized violence and/or destruction of property. - Video link: https://www.youtube.com/watch?v=buboyJIomfE
<p>Slide 14 CASE STUDY #2</p> <p>1. Would the video be enough to substantiate a Civil Disturbance? (Yes or No)</p> <p>2. Are there any elements of a Civil Disturbance that you might report to your supervisor? If so, which ones?</p>	<p>Slide 14</p>  <p><i>Play until 0:35.</i></p> <p>Case 2 – Desired response</p> <ul style="list-style-type: none"> • No. Again, the protestors are quite angry and insult/harass the officers, but there is no evidence of a threat of collective and generalized violence/destruction. In fact, one protestor attempts to de-escalate the confrontation by walking back and forth between the crowd and the police line.

	<ul style="list-style-type: none"> • Video link: https://www.youtube.com/watch?v=dRSYEclIEQk
<p>Slide 15 CASE STUDY #3</p> <p>SAY:</p> <ol style="list-style-type: none"> 1. Would the video be enough to substantiate a Civil Disturbance? (Yes or No) 2. Are there any elements of a Civil Disturbance that you might report to your supervisor? If so, which ones? 	<p>Slide 15</p>  <p><i>Play from 0:45 onward, at instructor's discretion.</i></p> <p>Case 3 – Desired response</p> <ul style="list-style-type: none"> • Yes. Now, this isn't body-worn camera footage per se, but it illustrates the general point. There is a lot of destruction all around: cars are smashed, people are looting buildings and setting fires. These are the sorts of things that you would look for to confirm that an assembly has reached or is reaching the threshold of a Civil Disturbance. <p>Video link: https://www.youtube.com/watch?v=MtYMGWEhJw </p>
<p>Slide 16 SAY: Another part of a continuous assessment is monitoring the number of available personnel. If we do not have enough personnel to prevent further injury or damage, we won't do much good. We also need to be</p>	<p>Slide 16</p>

able to provide adequate district coverage while managing the First Amendment activity. Just because an event is happening does not mean that we can shirk our responsibility for providing police services to the public. In the event that we cannot provide adequate coverage, resources from other districts can be redirected.

Personnel Available

To prevent or mitigate further injury/damage

Preserve sufficient district coverage



Slide 17

SAY: In the event of a communication breakdown, it is a priority to re-establish dialogue with demonstration leaders, including *de facto* leaders. Regaining contact with demonstration leadership can help us regain control over a demonstration. We may not be able to prevent certain fringe groups from causing chaos, but, through regular contact with demonstration leaders, we can help keep the majority of demonstrators from turning to violence.

If de-escalation fails completely, platoon commanders must maintain contact with command to report on crowd conditions and all criminal activity. This ties into the decision-making process for declaring an assembly unlawful.

Slide 17

Communication with Demonstration Leadership

When communication has broken down

Whether it is feasible to engage in dialogue with other participants who have assumed de facto leadership roles

De-escalation with demonstration leadership has been exhausted

Field communication with platoon commanders regarding severity of criminal activity and general disposition of the crowd



Click to reveal.

Slide 18

SAY: The addition of counter-protestors can add a variable to the equation that is hard to manage. As we mentioned earlier, the title of “counter-protestor” is misleading. They are merely protestors with a different message.

ASK: What is BPD’s responsibility when it comes to counter-protestors?

EXPLAIN: As confusing as this may sound, the long and short of it is that regardless of what people are protesting, we have an obligation to protect their rights.

Slide 18

Counter-Protestors

Preserving ALL instances of First Amendment expression is critical to BPD’s mission.

Platoon commanders are responsible for utilizing proper field tactics to keep protestors and counter-protestors separated and safe.



Desired Response:

- As protestors themselves, they have the same First Amendment rights and privileges as everyone else. As such, we are responsible for preserving their right to protest, too.

If one group arrives to protest on “topic A” while another arrives with a different view on the same topic, emotions will run high. The chance of violence increases when these two sides meet. Our job is to protect each group from each other and separate them only when necessary. Platoon commanders should utilize proper field tactics for this.

Slide 19

ASK: But how do we keep them separate?

EXPLAIN: We do so by designating “safe areas,” so both groups can protest without direct confrontation. If we see a “true” (recall the definition from before) potential for violence, we must protect separate escape routes for each group.

As always, we try and de-escalate as early and as often as possible.

ASK: Can you recall some de-escalation techniques?

Slide 19

How do we keep them separate?

Designate	Designate “safe areas” so both groups can protest without confrontation
Secure	Secure separate escape routes for each group
Identify	Identify leadership of both groups and use de-escalation techniques




Desired Responses:



- Designate safe areas, so both groups can protest without confrontation.
- Secure separate escape routes for each group.
- Identify leadership of both groups and use de-escalation techniques.

Click to reveal desired responses on slide.

Desired Responses:

- Be courteous and speak in a calm voice.
- Explain that it’s necessary to separate the two groups to protect their First Amendment rights.
- If the demonstrators are especially belligerent, try to delay

<p>SAY: De-escalation and integrity must be observed when dealing with either side. This is why we must make sure that no personal beliefs of bias influence our conduct, and that we do not show any sort of favoritism toward one group over another.</p>	<p>confrontation while calling for back-up.</p> <ul style="list-style-type: none"> Consider tactical options, such as asking one of the groups to reposition themselves near cover for their own safety.
<p>Slide 20</p> <p>SAY: Except for the rare situation of a mass arrest, no member of the agency shall ever give an order to surround or enclose persons who are participating in or observing an assembly/protest.</p> <p>Before any order for mass arrest may be given, the protest needs to be: a) declared unlawful; and b) subject to multiple warnings that a dispersal order has been issued. You need to have issued a dispersal order before you can issue an order for mass arrest.</p> <p>Routes of egress also need to be provided to participating groups, along with adequate time for people to leave the area.</p>	<p>Slide 20</p> 
<p>III. EVALUATION/CLOSURE</p> <p>Slide 21</p> <p>ASK: What were some of the major topics we discussed with deployment?</p> <p>ASK: How about escalation?</p>	<p>Time: 3 minutes</p> <p>Slide 21</p>  <p><i>Click to reveal desired responses for Deployment.</i></p>  <p><i>Click to reveal desired responses for Escalation.</i></p>

<p>ASK: What questions do you have for me?</p>	 <p>Let's Review...</p> <ul style="list-style-type: none"> Deployment <ul style="list-style-type: none"> • Pre-deployment • Mission briefing • Mobilization Escalation <ul style="list-style-type: none"> • De-escalate • True threats • Communication with protest leadership • Counter-protests <p><i>The instructor should emphasize each point and provide any clarifications needed.</i></p> <p><i>The instructor should answer as many questions as time allows.</i></p>
<p>Slide 22 SAY: We will now take a 10-minute break.</p>	<p>Slide 22</p>  <p>Let's take a break.</p> <p>PAUSE</p>

APPENDIX A

Factors in Continuous Assessment, Sorting Activity

Incidence of true threats
Extent of imminent unlawful action
Readiness of MFF
of angry/impassioned speakers
Human injuries and/or property damage
of arrests
BWC footage from the front lines

Poor weather conditions

**Movement or route taken by
demonstrators**

Staffing/available personnel

Noise level of assembly

Amount of insults directed at officers

**Deteriorated communications w/
demonstration leaders**

**Communications from platoon
commanders**