



CRIMINAL INTELLIGENCE SERVICE ONTARIO

MOBILE SURVEILLANCE TRAINING PROGRAM

Lesson Plan

STRATEGIC SURVEILLANCE PLANNING



February 2003

ADMINISTRATIVE STATEMENT

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TOPIC: STRATEGIC SURVEILLANCE PLANNING**OBJECTIVE:**

At the conclusion of this presentation and the training course, the student will be able to:

- (1) State the reasons for the Mobile Surveillance Request Form;
- (2) List and discuss the information in the Mobile Surveillance Request Form;
- (3) Outline the use for the information contained in the Mobile Surveillance Request Form;
- (4) Discuss the selection requirements of appropriate clothing;
- (5) Discuss the selection requirements of appropriate mobile platform;
- (6) Discuss the requirements under Lawful Justification (C.C.);

through the use of question & answer technique, guided discussion, individual/syndicate and practical exercises, as assessed by Course Staff.

STUDENT LEVEL: Experienced Law Enforcement Investigator

METHODOLOGY: Lecture/Developmental; Guided Discussion and Debriefing
Individual and Syndicate Assignments

TIME ALLOWED: Classroom Session: 1.5 hours.
Practical Exercises: As determined by the exercise selected.

VENUES: Classroom.
External environment.

REQUIREMENTS: Student Notes/binder; Operational Notebook & related forms.
As determined by Course Staff

STAFFING: Course Staff as assigned.
Experienced Mobile Surveillance Officer

EQUIPMENT: Classroom: OHP, flip charts, VCR & TV, RCP
External: Mobile Platform, radios, c-phones, GPS

HANDOUTS: Classroom: Sample Request Form; Student Notes.

REFERENCES:

C.I.S.O. Physical Surveillance Manual
Selected current Mobile Surveillance
Request Form

Criminal Code of Canada (R.S.C.)
C.D.S.A. (R.S.C.)
Police Services Act (R.S.O.)

DIRECTIONS TO INSTRUCTOR:

Pre-session: Secure, in electronic display format, at least three (3) different current and/or unique completed request forms, and the background investigation information to support the request forms.

Note: *Unless there is a justifiable, unique reason, use only request forms for investigations which are complete and beyond the appeal process to permit active discussion without fear of undue disclosure.*

Secure a representative variety of digital photographs depicting:

- (a) urban, suburban, rural settings, including different roads, highways, intersections, accesses, road configurations, etc.;
- (b) houses, apartment buildings and hotels (interior halls, etc.) office building, elevators, escalators, malls;
- (c) motor vehicles, water craft, aircraft, bicycles, motorcycles and RV's in various states - clean, dirty, well kept, poorly kept, older, newer, undamaged, damaged, etc.

Session: This training session should use a practical (in-classroom) approach, utilizing the students themselves and course staff to engage in applying the desired approach. Be prepared to inject a scenario into the session at those times which present the best opportunity to enhance student activity and discussion. The students must provide the answers through their own creativity and ingenuity, both individually and in syndicate format. This will provide the necessary motivation to use that same creativity and ingenuity when engaged in a mobile surveillance operation. You will demonstrate your motivation through your enthusiasm and commitment in mentoring the students both in the classroom and in the practical exercise sessions.

INTRODUCTION:

There is an old, self-fulfilling prophecy that states:

**“IF YOU ARE FAILING TO PLAN
THEN YOU ARE PLANNING TO FAIL”**

Therefore, we will move progressively and deliberately through a form of the planning process. Obviously, any plan must be subject to change simply because we do not know the mind of the target beyond displayed habits and historical data. New players or criminal directions will have an influence on target behaviour. Having said that, we must have a basic plan and knowledge of the target, the operational environment, the objective and the limitations of the operation - (i.e., at all costs?) - we are to attain as a consequence of the surveillance operation.

PRESENTATION:

MOBILE SURVEILLANCE REQUEST FORM

Instructor: Display a request form on the screen at appropriate times to support student responses and discussion.

Q.T.C.: What is a Mobile Surveillance Request Form?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- a formal document providing investigative information including crime and target information
- sets out the surveillance objective
- provides direction for the surveillance team

Q.T.C.: What kind of information will be on the M.S. Request Form?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- officer in charge of investigation with contact information
- identification of the crime(s) involved
- background information on target
- description and photograph of target
- associates, associated vehicles and addresses
- expected results of surveillance
- court dates
- criminal record checks and criminal record

Q.T.C.: What are the uses for the Request Form?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- serves as a checklist for the surveillance team
- provides direction
- commences court presentation

OPTIMAL SURVEILLANCE TEAM

Q.T.C.: What is optimal team makeup for the surveillance operation?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- five vehicles
- ten officers
- at least one female
- ethnic diversity
- language, cultural ability for environment
- officers assigned as: team leader, assistant team leader, note taker, backup note taker, videographer, map person, Mr./Ms. Dressup, Mr./Ms. Dressdown
- two officers to a car - one available for foot surveillance
- appropriate electronic support - communications, tracking, etc.

Instructor Statement to Class:

With two officers per car, sitting upright and/or visible, those officers become more noticeable, and perhaps more identifiable as law enforcement officers. Usually 2 males in a car = police. If one is a female in the car, this assumption is less likely.

Q.T.C.: What are the reasons for the optimal team makeup?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- officer safety - statutory - Occupational Health and Safety Act
- procedural - cover off all tasks and opportunities

APPROPRIATE CLOTHING

Q.T.C.: What are the selection requirements for appropriate clothing?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- assess the environment and make observations where practical
- make the clothing fit you - how you wear it
- make the clothing fit the environment
 - discuss rural, suburban, urban
 - discuss occupational issues
 - discuss state of dress - clean, used, etc.
- have team members dress individually to respond to diverse opportunities
 - discuss in and out of vehicle - weather conditions
 - discuss entering different types of establishments
 - discuss taking on a different role quickly
- no police or official-looking logos

APPROPRIATE PLATFORMS

Q.T.C.: What are the selection requirements for appropriate platforms?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- must be common and inconspicuous — (discuss “conspicuous” issues)
- rural areas = pickups, SUVs (4x4) are common
- industrial areas = pickups, SUVs (4x4), light delivery vehicles
- residential areas = passenger cars - new and late model
 - = vans and light SUVs
 - = small sporty pickups
- other areas = country clubs, golf clubs, exotic or fine restaurants/hotels
 - high end and/or sporty vehicles
- vehicle colours medium to dark - no bright colours
- no excessive body decorations - no bright stripes, graphics, excessive chrome
- factory tinted glass including sun screen windshield
- air conditioning
- AM/FM radio, tilt steering wheel
- interior colour dark as possible cloth material
- side view mirrors - electronic control from inside of vehicle
- power windows, remote trunk release, power locks, remote entry
- both front seats must recline (appearance of an empty vehicle)
- floor consoles, large glove boxes to hide equipment
- heavy duty suspension and brake systems
- automatic transmissions (officers need hands free)
- powerful engines (V6 minimum - acceleration issues) - most powerful engine available for model selected
- appropriately rated tires for speeds travelled
- durable, clean, undamaged
- other issues = consider the use of tractor trailer and other types of units to respond to specific setting (operator licencing issues)
- water craft = like vehicles - must fit environment (operator licencing issues)
- aircraft = like vehicles - must fit environment (operator licencing issues)
- cross section of vehicle types
 - mini vans and SUVs are common with deep tinted windows - at least 1 per team
 - usually higher - enhances field of vision
 - utilized for close photography video surveillance
 - utilized for observation posts

OTHER EQUIPMENT ISSUES

Q.T.C.: What are other surveillance equipment issues?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- change for phone, transit
- money for restaurants, etc.
- map book
- electronic (Tracking Warrant)
- digital cameras for instant outcomes and transmission
- high powered camera lenses (search and seizure may be an issue)
- GPS in the possession of the teams as a mapping tool - no Tracking Warrant needed
- encrypted/digital radio communications equipment - antennae placement issues
- electronic transfer of data (on board computers)

LAWFUL JUSTIFICATION ISSUES

Q.T.C.: What is the impact of Lawful Justification on surveillance operations?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A. R.:

- is this a criminal or drug investigation?
- does this operation call for MSOs to violate the law?
- is the current operational plan sufficient to authorize the necessary Designations or is the team required to complete an operational plan and file for Designation?
- what other members of the surveillance unit may require Designation?

PRACTICAL SCENARIO OPPORTUNITY:

INSTRUCTOR: Insert selected scenario. Present scenario to students. Use pictures and oral or written instructions. Can be used for syndicates, if required. Suggest limiting to individual activity given lesson content and time allotted. Ensure sufficient time for student responses to exercise requirements.

MANDATORY - all students must be participating. Carefully evaluate the individual and the response.

SUMMARY / CONCLUSION:

As you can see, you must be aware of and practice how to make you and your team and your vehicles blend into the environment. Behaviour is critical. Make sure you and your vehicle and your team are ready to do the surveillance.

**** INSTRUCTOR:** Ensure there is in the minds of the student's a link not only to the field exercises later in this course, but also to the real world of Mobile Surveillance Operations.