

SAN DIEGO POLICE DEPARTMENT
ADVANCED OFFICER TRAINING 2021-2022 CYCLE
POST CCN # 2400-00300-21
REVISION DATE SEPTEMBER 10, 2021

**2021-2022 ADVANCED OFFICER TRAINING
POST PERISHABLE SKILLS PROGRAM (PSP)
Category IV-Strategic Communications (2 HOURS)**

COURSE GOAL:

The course will provide the student with the minimum topics of Strategic Communications required in the POST Perishable Skills Training Program. The intent of the course is to improve the student's ability to generate voluntary compliance through the art of persuasion and utilizing the tools of interpersonal and tactical communication. The course consists of a hands-on/practical strategic communications training for in-service personnel.

STRATEGIC COMMUNICATIONS – (CATEGORY IV):

Minimum Topics/Exercises:

- a. Officer Safety
- b. Escalation Versus De-escalation
- c. Communication Elements
- d. Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. People with Disabilities
- h. Team Communication During a Critical Incident
- i. Class Exercises/Student Evaluation/Testing

COURSE OBJECTIVES REGARDING STRATEGIC COMMUNICATIONS:

The student will:

1. Demonstrate the basic components of communication skills and techniques.
2. Demonstrate the importance of listening and persuasion skills as they relate to effective strategic communication.
3. Demonstrate the skills needed to communicate effectively.

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4. Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:
 - A. Officer Safety
 - B. Listening/Persuasion
 - C. Judgment and Decision-Making
 - D. De-escalation, Verbal Commands
 - E. Effectiveness under Stress Conditions

MINIMUM STANDARDS OF PERFORMANCES SHALL BE TESTED BY AN INSTRUCTOR OBSERVING THE STUDENT DURING THEIR PERFORMANCE OF EACH TECHNIQUE AND EXERCISE. IF THE STUDENT DOES NOT MEET MINIMUM STANDARDS, AS ESTABLISHED BY THE PRESENTER, REMEDIATION WILL BE PROVIDED UNTIL THE STANDARD IS MET.

EXPANDED COURSE OUTLINE STRATEGIC COMMUNICATIONS

I. INTRODUCTION

- A. Course Overview
 1. Instructor Introductions
 2. Student Introductions
- B. Course Goals
 1. Officer Safety
 2. Enhanced Professionalism
 3. Decrease Citizen Complaints
 4. Decrease in liability
 5. Lessen Personal Stress on the Job and at Home
- C. Course Objectives
 1. Understand the use of the five-step kata when dealing with difficult people
 2. Recognize the need to use the eight-step process for conducting traffic stops
 3. Give examples of effective communication techniques
 4. Demonstrate the communication techniques that can be used for obtaining voluntary compliance

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5. Identify the need to generate voluntary compliance, cooperation or collaboration.
6. Understand the use of Tactical Communication skills to de-escalate interactions

II. OFFICER SAFETY

IV (a)

- A. Control the environment
 1. Tactical Pause
 2. Slow down
 3. Gather Information
 4. Develop a plan
 5. Time + Distance =Options

- B. Make Sound Decisions
 1. What's important right now?
 2. Set priorities
 3. Think through your choices
 4. Make a sound decision

III. UNDERSTANDING ESCALATION VERSUS DE-ESCALATION IS AFFECTED BY COMMUNICATION STRATEGIES

IV (b)

- A. Professionalism
 1. Stay in control of your emotions and keep your ego in check
 - a. The more the ego is involved, the more difficult the situation
 - b. The less ego, the more influence

 2. Appropriate Language
 - a. What you say
 - b. How you say it
 - c. How communications

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- B. How you treat others
 - 1. Golden Rule-Treat others how you want to be treated
 - 2. Platinum Rule-treat others the way they want to be treated

- C. Four Tenets of Procedural Justice
 - 1. Voice
 - 2. Neutrality
 - 3. Respectful treatment
 - 4. Trustworthiness

IV. COMMUNICATION ELEMENT

IV (c, d, e)

- A. Phases of Communication
 - 1. Approach – impact of physicality
 - 2. Greeting- initiating the conversation
 - 3. Engagement-strategies to promote communication
 - 4. Adaptation-being flexible
 - 5. Repair- Re-establishing rapport
 - 6. Incident closure- How we end a contact today could influence a future contact

- B. Message Delivery
 - 1. Content
 - 2. Tone/voice
 - 3. Non-verbal

- C. Active Listening
 - 1. Affirmations
 - 2. Open ended questions
 - 3. Mirroring
 - 4. Paraphrasing
 - 5. Avoiding "You" messages
 - 6. Effective pauses

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7. Listen to understand not to respond

D. Empathy

1. Empathy vs. Sympathy
 - a. Empathy- The ability to understand and share the feelings of another
 - b. Sympathy- Feelings of sorrow and pity for someone else's misfortune
2. Establish Rapport

E. Questioning techniques

1. Intentional closed questions
2. Open ended questions
3. Question types
 - a. Fact Finding
 - b. Leading
 - c. Opinion Seeking

F. Persuasion

1. Rational appeal
2. Personal appeal
3. Ethical appeal

IV (f)

V. INAPPROPRIATE COMMUNICATION

IV (c)

A. Must know your own weaknesses

1. Name it
2. Define it
3. Own it

B. Three factors affecting an officer's response to danger.

1. Fear
2. Anger
3. Indecision and hesitation

C. The Art of Representation

1. As ego goes UP, power and safety goes DOWN
2. As ego goes away, power and safety RISE

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3. You must DISAPPEAR to have influence over others
4. Officer safety

EXERCISE- PERF Reengineering Training on Police Use of Force Controversial
Incidents and Issues Regarding Police Use of Force Videos 2015

VI. PEOPLE WITH DISABILITIES

IV (g)

- A. Individuals with physical, mental health, development, or intellectual disabilities may have difficulty communicating, understanding, or complying with commands from peace officers.
 1. State Law
 2. Agency Policy

- B. Recognize appropriate methods of communication with people experiencing:
 1. Mental Illness
 2. Substance Use Disorders
 3. Intellectual Disabilities
 4. Physical Disabilities
 5. Emotional Distress

- C. Potential Strategies
 1. Pace
 2. Tone/Voice
 3. Reduce distractions
 4. Content
 5. Non-Verbal

- D. Special Relationships/Community Caretaking
 1. State Law
 2. Agency Policy

VII. TEAM COMMUNICATION DURING A CRITICAL INCIDENT

IV (h)

- A. Coordinated effort

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1. Planned Response (when feasible)
 2. One Voice
 - a. Single point of contact with subject(s)
 - b. Single point of contact with dispatch
 3. Force options
 4. Continuous Assessment
- B. Potential Resources
1. Mental Health Resources
 2. Community Resources
- C. Debrief
1. Effective
 2. Ineffective

VIII. CLASS EXERCISES/STUDENT EVALUATION

IV (i)

- A. Practice of communication skills via active process
1. Student participation through student led teach-backs
 2. Observations and assessments of student led teach-backs
 3. Debrief of student led teach-backs
- B. Evaluation of communication skills via demonstrations
1. Evaluate students teach-backs
 2. Feedback and debrief from instructors
- C. Closing Statements

2021-2022 ADVANCED OFFICER TRAINING
POST PERISHABLE SKILLS PROGRAM (PSP)
CAT. V-USE OF FORCE AND CAT. III-ARREST AND CONTROL
(8- HOURS TOTAL)

COURSE GOAL:

The course will provide the student with minimum topics of Arrest and Control as well

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as the minimum topics of Use of Force required in the POST Perishable Skills Training Program (PSP). The intent of the course is to improve the student's knowledge of use of force laws and policies as well as critical decision-making skills. The student will develop the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect.

The course consists of a hands-on/practical skill as well as policies and legal issues on the topics of arrest and control and use of force, facilitated discussion, case study, analysis, and scenarios for in service officers.

MINIMUM TOPICS/EXERCISES USE OF FORCE (CATEGORY V):

- a. Statutory Law
- b. Case Law
- c. Agency Policies
- d. Reverence for Human Life
- e. De-Escalation
- f. Duty to Intercede
- g. Rendering First-Aid
- h. Class Exercises/Student Evaluations/Testing

COURSE OBJECTIVES REGARDING USE OF FORCE:

The student will:

Demonstrate knowledge of use of force laws.

1. Demonstrate knowledge of individual agency's use of force policies.
2. Demonstrate an understanding of force options decision-making with every technique and exercise, to include:
 - A. Reverence for Human Life
 - B. De-Escalation and Verbal Commands
 - C. Rendering First-Aid
 - D. Legal Duty to Intercede and Report Excessive Force to a Superior Officer

MINIMUM STANDARDS OF PERFORMANCE SHALL BE TESTED BY AN INSTRUCTOR OBSERVING THE STUDENT DURING THEIR PARTICIPATION IN FACILITATED DISCUSSIONS, CASE STUDY ANALYSIS AND SCENARIOS. IF THE STUDENT DOES NOT MEET MINIMUM STANDARDS, AS ESTABLISHED BY THE PRESENTER, REMEDIATION WILL BE PROVIDED UNTIL THE STANDARD IS MET.

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MINIMUM TOPICS/EXERCISES ARREST AND CONTROL- (CATEGORY III):

- a. Policies, legal standards, and report writing
- b. Use of Force considerations
- c. Safety orientation and warm-up(s)
- d. De-escalation/Verbal commands – in exercise(s)
- e. Body balance/stance/movement patterns – in exercise(s)
- f. Search – in exercise(s)
- g. Equipment/Restraint device(s) use – in exercise(s)
- h. Subject's Actions and Officer's response to force
- i. Control/Takedown - in exercise(s) Verbal command
- j. Class exercises/Student Evaluation/Testing
- k. Recovery/First Aid (as applicable)

COURSE OBJECTIVES REGARDING ARREST AND CONTROL:

The student will:

1. Demonstrate knowledge of their individual Department Arrest and Control Policy and current case law
2. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques
3. Demonstrate a minimum standard of arrest and control skills with every technique and exercise, to include:
 - A. Judgment and Decision-Making
 - B. Officer Safety
 - C. Body Balance, Stance, and Movement
 - D. Searching/Handcuffing Techniques
 - E. Control Holds/Takedowns
 - F. De-Escalation/Verbal Commands
 - G. Effectiveness Under Stress Conditions

MINIMUM STANDARDS OF PERFORMANCE SHALL BE TESTED BY AN INSTRUCTOR OBSERVING THE STUDENT DURING THEIR PERFORMANCE OF EACH TECHNIQUE AND EXERCISE. IF THE STUDENT DOES NOT MEET MINIMUM STANDARDS, AS ESTABLISHED BY THE PRESENTER, REMEDIATION WILL BE PROVIDED UNTIL THE STANDARD IS MET.

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EXPANDED COURSE OUTLINE FOR USE OF FORCE/ ARREST AND CONTROL

I. REGISTRATION AND ORIENTATION

A. Introduction/ Registration and Orientation

1. Instructor introductions
2. Student registration/Sign-Up
3. Course Roster
4. Facility Overview

B. Course Objectives/Overview, Exercises, Evaluations/Testing

III (a,c,d,e,h,i)

1. Student will demonstrate knowledge of their individual Department Arrest and Control Policy.
2. Course Objectives, Student will demonstrate minimum standard of arrest and control skills with every technique and exercise to include;
 - a. Judgment and Decision Making
 - b. Officer Safety
 - c. Body Balance, Stance and Movement
 - d. Searching/Handcuffing Techniques
 - e. Control Holds/Takedowns
 - f. De-escalation, Verbal commands
 - g. Effectiveness under Stress Conditions
3. Safety Policy Orientation

II. USE OF FORCE POLICIES AND LEGAL ISSUES

III (a, b)

A. Case Law Update, report documentation and policy

1. Tennessee v Garner
2. Graham v Connor
 - a. Graham v Connor (Case Law): Objectively Reasonable Force over the Totality of the circumstances
 - (1) Force- the act of gaining and/or maintaining control of a subject or situation.
 - (2) Verbal Control- a tactic used when encountering compliant

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- behavior. Such control consists of the officer's mere presence, requests, explanations and orders.
- (3) Lesser Controlling Force- the force needed to control a subject who engages in passive resistance. This level of force generally involves use of physical strength, pain compliance defense techniques, and control holds.
 - (4) Greater Controlling Force- the force needed to control a subject who engages in active resistance. This level of force may involve the use of techniques such as takedowns, distractions techniques, and chemical agents.
 - (5) Defending Force- the force needed to stop assaultive behavior against an officer or another person. This level of force generally involves impact strikes by the officer. Impact strikes can be delivered either by personal body weapons (e.g., hands, feet, knees, etc.) or impact weapons (e.g., PR-24, OPN, Baton, Flashlight). Due to the potential for serious injury, intentional strikes with an impact weapon are prohibited from being directed at the head, face or throat of the subject unless the subject's actions and behavior pose an imminent threat of death or serious bodily injury to the officer or others.
 - (6) Deadly Force- force that creates a substantial risk of causing death or serious bodily injury.

B. Overview of Penal Code Updates

1. AB 392 **V (a)**

- a. AB 392: Peace officers deadly force- (Statutory/existing Law)
Assembly Bill 392 redefines the circumstance under which a homicide by a peace officer is deemed justifiable to include when the officer reasonably believes, based on the totality of the circumstances, that deadly force is necessary to defend against an imminent threat of death or serious bodily injury to the officer or to another person, or to apprehend a fleeing person for a felony that threatened or

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resulted in death or serious bodily injury to another unless the person is immediately apprehended.

It Emphasizes the importance of necessity

- (1) It is the intent of the Legislature that peace officers use deadly force only when necessary in defense of human life"
- (2) "In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstances of each case, and shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer"

AB 392- Emphasize the change in 835a that adds "totality of circumstances" and how it can affect the reasonableness of force

2. PC 835a: (Statutory/Existing Law

V (a)

Penal Code 835a, that a decision by a peace officer to use force shall be evaluated from the perspective of a reasonable officer in the same situation, based on the totality of the circumstances known to or perceived by the officer at the time, rather than with the benefit of hindsight, and that the totality of the circumstances shall account for occasions when officers may be forced to make quick judgements about using force.

- a. Objectively reasonable standard-and how it has been defined in 835a. Importantly, this standard incorporates the "reasonable officer" standard, which has been in effect under federal law since *Graham v. Connor*. In addition, this subdivision incorporates *graham's* "totality of the circumstances" test, and requires those judging an officer's use of force do so by placing themselves in the officer's shoes at the time the officer utilized force, rather than with the benefit of infallible hindsight.
- b. Fleeing Felons
- c. Suicidal persons
- d. Pre-force tactics and conduct of officer/suspect
- e. Discuss the difference in imminent and immediate threat

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- (1) Penal Code defines "Imminent" threat
- (2) When a reasonable officer would perceive a present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury

3. PC 196 Statutory Law/Existing Law **V (a)**

- a. Homicide is justifiable when committed by peace officers and those acting by their command in their aid and assistance, under either of the following circumstances:
 - (1) In obedience to any judgment of a competent court
 - (2) When the homicide results from a peace officer's use of force that is in compliance with Section 835a
- b. What's changed?
 - (1) Removed "When necessarily committed in overcoming actual resistance to the execution of some legal process or in the discharge of any other legal duty"
 - (2) Removed "When necessarily committed in retaking felons who have been rescued or have escaped, or when necessarily committed in arresting persons charged with felony and who are fleeing from justice or resisting such arrest"

C. Local Policies

- 1. SB 230 guidelines
 - a. SB 230
 - (1) Tennessee v. Garner (Case Law/Foundational Cases) **V(b)**
 - (2) Hayes v. City of San Diego Police Department
 - (3) Defined
Senate Bill 230, It's the requirement of each law enforcement agency to maintain a policy that provides guidelines on the use of force, utilizing de-escalation techniques and other alternatives to force when feasible, specific guidelines for the application of deadly force, and factors for evaluating and reviewing all use of force incidents, among other things. The bill would require each

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agency to make their use of force policy accessible to the public. By imposing additional duties on local agencies, this bill would create a state-mandated local program.

D. Use of Force Policy updates/Agency's Use of Force Policy **V (c)**

1. Agency's existing policy
2. How has the policy changed in recent years?
3. How does this affect how officers do the job?
4. Officer's responsibility to notify supervisor following use of force
5. Supervisor's responsibility following a notification

ALL POST PSP'S (PERISHABLE SKILLS PROGRAM) TRAINING IS PRESENTED IN A REGIONAL TRAINING FORMAT. ALL ATTENDEES ARE NOTIFIED IN WRITING TO REFER TO THEIR SPECIFIC DEPARTMENT'S CURRENT POLICIES, PROCEDURES AND GUIDELINES PRIOR TO ATTENDING AOT. INCLUDING THEIR SPECIFIC AGENCIES CURRENT USE OF FORCE POLICY.

E. Regional Use of Force Matrices / Force Options Discussion

1. Levels of Resistance Defined
 - a. Compliant- Behavior that complies with the officer's verbal commands.
 - b. Passive Resistance- Behavior that consists of a refusal to comply with verbal commands and does not convey a threat to the officer or another person.
 - c. Active Resistance- Behavior that consists of a refusal to comply with verbal commands and conveys a threat to the officer or another person; or consists of physical opposition to attempts of physical control by the officer.
 - d. Assaultive Behavior- Behavior that consists of aggressive physical opposition to being controlled and conveys the threat of injury to the officer. Assaultive behavior can be directed at the officer or others. It may consist of a threat of attack conveyed coupled with verbal threats. Verbal threats alone do not constitute assaultive behavior.
 - e. Life threatening Behavior- Behavior likely to cause serious

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bodily injury or death.

F. Report Writing/Documenting Use of Force

III (a)

1. Articulation of events-Officers must clearly articulate the force they used in relation to the subject's actions/behavior. The basic questions of who, what, when, where, how and why must be answered. In addition, the "what" section should specifically include:
 - a. What did the suspect do?
 - b. What would have likely happened if the suspect/inmate continued their actions?
 - c. What did you do to counter the suspect/inmate's actions?
 - d. What was the result of your action?
 - (1) Did you gain control?
 - (2) What injuries were sustained to anyone involved and was there any property damage?
 - e. What medical attention was needed and/or provided to you, the suspect, or others?
 - f. Failure to write a detailed report can create the impression that the force used may have been unreasonable or excessive. This failure can also lead to problems during criminal prosecution or civil litigation.

2. Supervisor's responsibility following officer use of force and notifications.
 - a. BWC review
 - b. Asses for injuries/proper documentation
 - c. IA notifications

G. Use of Force Warning

1. To reduce the risk of civil liability on excessive force claims involving the use of force reasonably likely to cause serious injury, a warning should be given, if feasible.

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III. SAFETY ORIENTATION AND WARM-UP **III (c,k)**

- A. Review Safety Procedures and injury precautions
 - 1. No weapons (weapon inspection)
 - 2. Safe command/avoiding injury
 - 3. AED
 - 4. Emergency exists
 - 5. Review safety policy
 - 6. Physical conditioning
 - a. Three Biggest Disablers
 - (1) Heart Attacks
 - (2) Lower Back and Knee Injuries
 - (3) Peptic Ulcers
 - b. How to reduce individual risk to above disablers
 - (1) Nutrition
 - (2) Lifetime Fitness
 - 7. Avoiding Injury
- B. Warm-up
 - 1. Stretching exercises
 - 2. Mental Preparation

IV. SUBJECT'S ACTIONS AND OFFICERS RESPONSE **III (b,h)**

- A. Subject's actions
 - 1. Compliant
 - 2. passive non-compliant
 - 3. Actively Resistant
 - 4. Assaultive
 - 5. Life threatening
- B. Officer's actions
 - 1. Non deadly
 - 2. Intermediate force
 - 3. Deadly force
- C. Students will participate in a scenario-based exercise to demonstrate **III (e,j)**
 - 1. Safety
 - 2. Awareness

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3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

V. OFFICER AWARENESS/TACTICAL CONSIDERATIONS **III (e)**

- A. Initial Approach with subject
 1. Hands
 2. Cover
 3. Weapons/bulges
 4. Footing/balance, officer's ability to stay on his /her feet
- B. Tactical considerations
 1. Associates, subjects, and officers (resources available)
 2. Escape routes, subjects-tactical retreat, officers

VI. Warm-Up/Stretching (Positional Stance/Personal Body Weapons) **III (c)**

- A. Personal Body Weapons
 1. Discuss methods of delivering strikes correlated with positioning, distance and appropriate target areas / strike points.
 - a. Palm Heel Strikes
 - b. Hammer Fist Strikes
 - c. Elbow / Forearm Strikes
 - d. Front Thrust Kick
 - e. Angle Kick
 - f. Knee Strike
 - g. Bag Drills Incorporating Above Listed Strikes

VII. Weapon Retention and Take-Aways

- A. Overview
 1. Safety orientation
 2. Weapon check
- B. Preparation
 1. Mental
 2. Will to survive
 3. Verbalize threat

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- C. Front handgun retention
 - 1. Right hand
 - 2. Left hand

- D. Rear handgun retention
 - 1. Right hand
 - 2. Left hand
 - 3. Front and rear outside reactionary gap
 - a. Weapons to targets
 - b. Move offline
 - 4. Front and rear outside reactionary gap
 - a. Weapons to targets
 - b. Move offline
 - 5. Front and rear grappling position
 - a. Push weapon into holster
 - b. Weapons to targets
 - c. Wrench arm

- E. Out of holster handgun retention
 - 1. Strong side
 - 2. Support side

- F. Front handgun takeaway
 - 1. Right hand
 - 2. Left hand

- G. Rear handgun takeaway
 - 4. Right hand
 - 5. Left hand

VIII. Impact Weapons

- A. Overview of course
 - 1. Safety orientation
 - 2. Review department policy, procedures, case law
 - 3. Discuss target areas

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- a. Targeting-Primary and Secondary Strike Points **III (b)**
 - (1) Primary strike points: Include muscle mass areas of arms, legs, torso/midsection
 - (a) Motor Nerve Points (strikes)
 - (b) Common Peroneal (outer thigh)
 - (c) Tibial (top rear portion of calf muscle)
 - (d) Radial (Forearm top outer muscle)
 - (e) Median (forearm inner muscle)
 - (2) Secondary Strike Points
 - (a) May be targeted when the situation escalates, and the primary strike points would not be effective and /or are proving to be ineffective (i.e. joint strikes)
- b. Particularly Vulnerable Areas
 - (1) Should be avoided unless deadly force is justified
 - (2) Particular Vulnerable Areas include face, head, throat, neck, spine, heart, kidneys, and groin.
- 4. Nomenclature
- 5. Footwork review
 - a. Stances/Positions **III (e)**
 - b. Long range strike ready position: Over arm or strike ready position
- 6. Review strikes, jabs, and blocks **III (h)**
 - a. Short/ Close Range Strikes
 - (1) Shuffle step and step through footwork
 - (2) Thrust-Downward to stomach
 - (3) Butt End/Straight Strike-to hip girdle or midsection
 - (4) Diagonal Chop-To upper pectoral muscle
 - (5) Short range three strike combination
 - (6) Cross Check-To upper pectoral muscle
 - (7) Use in combination
 - (8) Verbal commands
- 7. Baton retention techniques

B. Assess for Officer and Suspect Injuries

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1. Render first aid and request additional medical as needed
2. Document

C. Student Recovery

1. Cool down
 - a. Stretching
 - b. Hydration
2. Injuries
 - a. Treat
 - b. Document

D. Students will participate in a scenario – based exercise to demonstrate

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
 - a. Long Range Strikes **III (h)**
 - (1) Forward swing to arms, legs, torso, or most reasonable target
 - (2) Backhand swing to arms, legs, torso, or most reasonable target
 - (3) Two handed swing from position of advantage to most reasonable target
6. Proper Techniques
 - a. Grip
 - (1) Grasp impact (straight baton or expandable, Flashlight, side handle/PR-24 baton) weapon firmly to avoid losing it when striking.
 - (2) Over hand and underhand grip methods
7. Verbal Commands/Instructions

IX. Ground Combative

A. Ground Avoidance

1. Front Fall/Back Fall (turn to face threat/tactical get up)
2. S.P.E.A.R (Spontaneous Protection Enabling Accelerated Response)

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- System) (High/Medium/Low)
- 3. Sprawl

- B. Punch Block Series
 - 1. Suspect in guard (control suspect's head and arm/target seek)
 - 2. Suspect rears up to hit (create distance/block with knees/kick away/target seek/stand up)

- C. Mount/Side Mount/Back Mount
 - 1. Weapons to Targets
 - 2. Trap Arm/Leg & Roll
 - 3. Replace Guard
 - 4. Elbow/Knee escape

- D. Control Hold/Take downs **III (i,)**
 - 1. Control Hold
 - a. Joint Manipulation
 - b. Pain compliance
 - 2. Take downs
 - a. Various positions
 - (1) handcuffed
 - (2) non-cuffed
 - b. Single officer
 - c. Multiple officer
 - 3. Assess for officer and suspect injuries
 - a. Render first aid or request additional medical as needed
 - b. Document

- E. Ground Control Positions:
 - 1. Top Mount
 - a. Control and monitor suspect's arms/wrists by using body weight shifting, arm swim techniques, scarf hold and reverse seatbelt hold.
 - (1) Low mount (grapevine legs)/High Mount (knees in armpits).
 - (2) Move to handcuffing position:
 - b. Push one arm across face of suspect (may also use "Gift wrap" position), use S-Mount to allow suspect to roll onto stomach,

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apply handcuffs (back mount or move to shoulder pin).

- (1) If the suspect hold hands tight to body, the officers should coordinate to place suspect on side or back to access arms. Use a 2 hands/arms on one technique to get control of suspect's arm.
 - (2) Move one of the suspect's arms into an arm bar or a bent 90-degree position. Apply pressure to elbow toward the side you want the suspect to roll. Put suspect on stomach. Apply handcuffs
- c. Disengagement to standing: post off suspects face/weapon retention. Move to a position of advantage. Force option transition.

F. Side Control

1. Control and monitor suspect's arms/wrists by using body weight shifting, arm swim techniques, scarf hold and reverse seatbelt hold.
 - a. Knees in on suspect's hips for control or away for body weight pressure.
 - b. Roll suspect away and onto side. Control arms and coordinate with other officers to roll suspect onto stomach. Apply handcuffs.
 - c. Disengagement to standing: Post hands off suspect's hip and face/ weapon retention. Move to a position of advantage. Force option transition.

G. Back Mount

1. Hip pressure down to keep suspect flat. Knees outside suspect's hips or feet on suspect's inner thigh (hooks).
2. Arms in seatbelt position around torso or arm of suspect.
3. Coordinate with other officers to place suspect in handcuffs.
 - a. Other officers should control legs
 - b. Then move to arm control or head control
4. Disengagement to standing post of suspect's head/weapon retention. Move to a position of advantage. Force option transition.

H. Gaining control of suspect's hands when they are tucked underneath suspect's body.

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1. General considerations
Ideally should be performed with one or more additional deputies/
officers
 - a. Lower body and head of suspect should be controlled
 - b. Constant verbal commands being given to suspect while attempting to gain control of their arms
2. Leg control roll
 - a. Deputy/ Officer controlling suspect's legs can roll suspect 180 degrees so that the suspect ends up facing upwards with hands exposed
 - b. Should be coordinated with other officers/ deputies so that the suspect's hands can be controlled as soon as possible
3. PPCT (Pressure Point Control Techniques)
 - a. Tibial pressure point
 - b. Apply pressure to clavicle notch.
4. Arm Pry
Create a space between suspects arm and ribcage
 - a. Wiggle or "drive" knee in between elbow and suspect's body
 - b. Slide hands into gap and grab both sides of suspect's wrists
 - c. Apply pressure to suspects shoulder with your elbow
 - d. Once you have control of suspect's wrist, "scissor" legs to pry suspect's arm out from underneath their body

X. Active Shooter

A. Definition of an active shooter

1. The intentional, random or systematic shooting of multiple victims
2. One or more suspects
 - a. Historically many of the active shooter suspects have preplanned the event
 - b. May be more familiar with location than law enforcement
 - c. May be better armed than LE
3. Suspect(s) intent on continuing murder spree until stopped by LE or suicide
 - a. Act may be based on hatred or rage, rather than the commission of a crime

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- b. Escape from LE may not be a priority
- c. Upon the arrival of LE suspect(s) usually prepared to commit suicide or have LE do it (suicide by cop)

4. Uncontained

- a. Until LE intervenes, the suspect(s) is uncontained and is free to move about
- b. Access to more potential victims
- c. Not restricted to schools, could be any location where potential victims are present
 - (1) Shopping Mall
 - (2) Post Office
 - (3) Amusement Park
 - (4) Business
 - (5) Sports Arena
 - (6) Petco Park
 - (7) Day Care
 - (8) Movie Theater
 - (9) Any public venue where potential victims are present
- d. Difference between active shooter, hostage incident, and barricaded suspect
 - (1) Situation can rapidly change from one to the other- Barricaded – no urgency, Hostage problem – potential urgency, Active Shooter – Absolute urgency
 - (2) Rapid Deployment is not a substitute for conventional response to a barricaded suspect or hostage problem
- e. The term active shooter is synonymous with firearms; however, the weapon may be something other than a firearm. This might include explosives, sword, bat, chemicals, ax, etc.

B. Law enforcement's role

III (a,b)

- 1. Law enforcement's primary goal is to save lives by utilizing Rapid Deployment tactics

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- a. Do not focus on the lives already lost but those that can be saved
 - b. Every life saved is a success
 - c. Situational awareness; Assess the situation safely and quickly
 - (1) Unfolding rapidly
 - (2) Intelligence is limited
 - (3) Casings or other evidence of discharged weapons
 - (4) Broken windows
 - (5) Damage from explosives
 - (6) Obviously dead victims
 - (7) Persons running (direction)
 - (8) Rounds heard
 - (9) Screams heard
 - (10) Blood seen
 - (11) Suspect(s) seen (from close or very far away)
 - (12) Get resources rolling if possible, to include SWAT, air support, canine, explosive experts, more units, medics, etc.
2. Tactical Response includes Contact, Containment, and Rescue elements
- a. Deploy a contact team as quickly as possible
 - (1) Time is critical when responding to an active shooter
 - (2) The sooner the suspect(s) is contained or neutralized, the more lives will be saved
 - (3) Goal of team is to locate and neutralize (stop) threat. Isolate, apprehend, or eliminate threat.
 - (4) Depending on number of responders and the scope of the incident, leave an officer at the jump off point. This is critical for a successful and safe resolution in a multiple shooter incident.
 - (5) Team Leader (TL) designation
 - (a) Preferably an Officer/Sergeant familiar with appropriate tactics.
 - (b) Forms team and makes assignments including

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- next in command
 - (c) Forms a plan, relays it to team, and implements it
 - (d) Communicates with team and dispatch/command post
 - (e) Directs team movement and tactics
 - (f) Movement of team is fluid, controlled, and aggressive

- b. Considerations with limited personnel
 - (1) What options are available to the single officer?
 - (2) Can you identify the potential location of the shooter?
 - (3) Can you develop intelligence that can assist other responding officers by making a limited entry?
 - (4) If you can identify the location of the threat, can you move towards the problem and stop the threat?
 - (5) What factors are working for you and against you?

- c. Rescue team tactics
 - (1) Team Leader driven
 - (2) Utilize the "T", "Diamond" or other formations as determined by the leader
 - (3) Rescue teams/members can transition to contact team or perimeter team as situation changes
 - (4) Goal is to locate and safely/quickly remove victims from immediate danger
 - (5) Identify a triage area
 - (6) Focus on injured not dead
 - (7) Communicate all relevant information
 - (8) Rescue Team tactics can be used in non-active shooter incidents for officer and citizen rescues

- d. Containment Team
 - (1) Ideally formed after contact team(s) have engaged suspect(s)
 - (2) Movement into positions can be through traditional methods of cover and movement tactics.

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- (3) Work with other teams to identify areas or buildings to be contained
 - (4) Remain flexible and collapse on target as intelligence hardens
 - (5) Can transition to contact or rescue team as needed
 - e. Evacuation Team
 - (1) Established after Contact, Rescue, and Containment
 - (2) Work with other teams to locate possible areas or buildings to evacuate
 - (3) Identify safe location for those evacuated
 - f. Provide medical treatment
 - (1) Identify and establish a safe triage area
 - (2) Make triage area safe utilizing uniformed patrol for security
 - (a) Safe for medics, fire, etc.
3. Considerations
- a. Likelihood of Law Enforcement (LE) success
 - (1) Consider suspect(s) capabilities
 - (a) Type of weapon (AK-47 vs. sword)
 - (b) Explosives/ booby traps
 - (c) Number of suspects and tactical proficiency
 - b. Arrival and integration of off duty and Plain clothes personnel
 - (1) Should be easily identifiable (raid jackets/ visible ID)
 - (2) Use caution if integrated into a contact team
 - (3) If in an undercover capacity, consider appearance, which makes it difficult to quickly identify as LE
 - (4) Weapon and safety gear (vest)
4. Officer down
- a. In the event a team member is injured or killed, it is the team leader that will determine if the team continues to

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move forward. Considerations are:

- (1) The likelihood of success is jeopardized due to the loss
- (2) The suspect(s) can be quickly neutralized with the remaining resources
- (3) The downed officer can be moved out of harm's way
- (4) The downed officer can be replaced quickly
- (5) The downed officer is ambulatory and can move to a safe position
- (6) The mission of the team is to locate the suspect(s) and stop him/her from continuing the shooting spree.

- b. Entering this volatile situation with only one or two officers may be an option. It is very risky to do this, but do not rule it out.

5. Transition to SWAT

As SWAT team members begin to arrive, direct them to the jump off point so the contact team leader can integrate them into the team

6. Use of Force

- a. The criteria for using deadly force does not change during a rapid deployment and threat identification is critical
- b. The decision to use deadly force is crucial, as the events are rapidly unfolding in an otherwise chaotic situation
- c. Have an understanding of the criteria for shooting at a fleeing felon (imminent threat)
- d. Transition from deadly force to less lethal (from handgun or rifle to impact weapon, Taser, canine, beanbag, etc.)
- e. Transition from use of force to arrest mode (handcuffing, hands-on)
- f. If suspect(s) is shot, be prepared to handcuff

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- g. Talk about what is meant by suppressive fire and/or cover fire

7. Incident command

At some point a command post will be established that will include the personnel to staff it. Although this is a critical component to the success when responding in a rapid deployment, emphasis should be placed on the first responder's responsibilities. Refer to SEMS course taught for the Incident Command System.

XI. REVERENCE FOR HUMAN LIFE AND DUTY TO INTERCEDE **V (d, f), III (a)**

A. Reverence for Human Life

- 1. What does "reverence for human life" mean?
- 2. How is this applied to the use of force?

B. Duty to intercede (penal Code 13519.10 (b) (2), Penal Code 7286 (b) (8))

- 1. What is a "duty to intercede?"
 - a. Bystander officer liability
 - b. What is the stigma around this?
 - c. How do we break the stigma?
 - d. How does this reflect your personal and organizational core values?
- 2. What is your responsibility as a peace officer to intervene?
 - a. To the public?
 - b. To fellow officer(s)?
 - c. To self?
 - d. To organization?
- 3. What are the consequences and liabilities?
 - a. Criminal

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- b. Civil
 - c. Administrative
 - d. Moral/ethical
- 4. How do you recognize when to intercede?
 - 5. Agency's policy on duty to interceded
 - a. What is your responsibility to report to a supervisor?
 - b. Has the policy changed in recent years?
 - c. What is the policy on retaliation?

C. Rendering First-Aid

V(g),III (k)

- 1. What is your responsibility to render first-aid?
- 2. How does one deem when it is safe to render first-aid?
- 3. Discuss agency policy regarding handcuffing techniques when rendering aid to subjects who are severely injured or possibly deceased
- 4. Agency's policy on rendering first aid

XII. BODY PHYSICS AND DYNAMIC/SUSPECT REACTION TO FORCE **III (e)**

A. TASER re-fresher Training

- 1. Department P&P 1.07 Review
 - a. The Taser may be used on subjects exhibiting assaultive behavior or greater or on someone who is actively resisting and is in close proximity to or reasonably believed to be in possession of a weapon.
 - b. Considerations before using the Taser.
 - (1) Subject's age, physical condition, and ability.
 - (2) Subject's at risk from falling from high places.
 - (3) Flammable environments.
- 2. Targeting

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- a. The Taser should be aim at the subject's center mass but can be aimed at any part of the body if the subject is exhibiting life-threatening behavior.
 - b. When drive stunning, officers shall not intentionally target the subject's face, neck, head or groin unless the subject displays life-threatening behavior.
3. Medical Aid **III (k)**
- a. Once a tasered subject is under control and handcuffed, their medical condition should be monitored.
 - b. After the subject is secured, officers should sever the Taser wires and leave the probes in place. Only medical personnel can remove the probes.
 - c. Subjects tasered once, whether with the probes or in drive-stun mode, shall be transported to a contract hospital either by the officer or paramedic, at the officer's discretion.
 - d. Any subject that has been tasered more than once, whether with the probes or in drive-stun mode, paramedics shall transport.
 - e. Two officers shall transport tasered subjects who are likely under the influence of a controlled substance to the hospital.
4. Reporting
- a. Officers shall document the circumstances regarding the Taser usage, the serial number of the Taser and the cartridge used and completes a Force Effectiveness Form.
 - b. Forward the reports to Operational Support
5. Close Quarter Tactics
- a. Drive stun with follow up
 - (1) Cartridge in place
 - (2) Targeting (Back/legs)
 - (3) Follow up to get incapacitation vs pain compliance.
 - (4) Controlling subject under power
 - (5) Direct handcuffing while subject being tasered.
 - b. Rocking motion – if not getting the desired effect,

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officers can rock the end of the Taser so only one contact point from the cartridge is touching the subject. This ensures that the electrical charge travels through the wires and does not travel across the points at the end of the Taser.

XIII. PHYSICAL CONDITIONING

III (e,g)

A. WRAP (Maximum Restraint Certification)

1. Course Objectives

- a. Students will learn the safety and security benefits of the WRAP and potential risk factors when trying to restrain a person.
- b. Students will review and understand San Diego Police Department Policy regarding Maximum Restraint
- c. Students will review and understand medical aftercare.
- d. Students will properly identify all components of the WRAP and demonstrate the ability to safely and properly apply and remove the device. The students will pass a test showing proper application of the WRAP.
- e. Students will learn how to properly pack/unpack the WRAP and provide basic maintenance for the WRAP.

2. Legal Issues

III (a,g)

- a. WRAP device (Temporary Safe Restraint System)
 - (1) Components of the WRAP
 - (2) Packing and Unpacking (pre-set)
 - (3) Storage
- b. Benefits over Cord Cuff
 - (1) Security
 - (2) Safety
- c. Policy and Procedures and Law
 - (1) Case Law
 - (2) ADA (Americans with Disability Act)

3. Maintenance and Care of Device

- a. General Maintenance

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- b. Decontamination
- 4. WRAP Application **III (e,g)**
 - a. Deployment
 - b. Placement
 - c. Application
 - (1) Max Restraint
 - (2) Hobble
- 5. Recovery and Aftercare **III (k)**
 - a. Side Recovery
 - b. Seated Recovery
 - c. Medical Assessment
- 6. Movement and Transportation
 - a. Lifting
 - b. Placement in and out of vehicle
 - c. Monitoring while in vehicle

XIV. SEARCH/HANDCUFFING

III(f,g,k)

A. Search

- 1. Visual Search (plain view)
- 2. Pat Down
- 3. Incident to Arrest/complete search
 - a. A search incident to arrest is a person search that takes place at or near the time of a lawful arrest. This type and degree of search permits officers to search for and seize weapons or crime-related evidence which the suspect might otherwise use or destroy.

The requirements of a lawful person search incident to arrest include:

- (1). The search must be pursuant to a custodial arrest.
- (2). The arrest must be lawful.
- (3). The search must be part of the arrest procedure

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- b. The scope of a search incident to arrest includes any area within the arrestee's immediate control.
 - (1) An officer's primary goal when conducting a person search is to maximize his or her own personal safety. By following a systematic approach and process while conducting a person search, officers will be less likely to overlook a potentially dangerous weapon.
 - (2) A systematic search should include the most likely areas where a weapon might be hidden. This includes but is not limited to the suspect's:
 - (a) Front waistband
 - (b) Upper body (including the chest, front pockets, armpits, sleeves and sides)
 - (c) Back (including the rear waistband and buttocks area)
 - (d) Lower body (including the legs and ankles)

4. Search Tactics and Considerations

a. Awareness

- (1) Be alert
- (2) Be aware of surroundings
- (3) Be conscious of suspect's actions, no matter how slight.
- (4) Maintain communication with cover officer

b. Balance

- (1) Be in a balanced position of advantage. Keep the suspect off balance and in a position of disadvantage

c. Control

- (1) Maintain control of suspect. Search with one hand, while controlling suspect with other.
- (2) Maintain control of your own weapons by keeping them out of the suspect's reach.
- (3) Have control of all weapons.
- (4) Avoid searching suspects while they have a position of advantage.

B. Handcuffing Techniques

- 1. Standing
- 2. Kneeling

III (g)

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3. Prone

4. Handcuffing

- a. General guidelines for position and application: Hands should be placed behind the prisoner's back with the backs of the hands together. Correct placement of handcuffs on the prisoner's wrists is essential for preventing Injury or escape.

Handcuffs should be applied on the suspect's bare wrist between the base of the hand and radial bone. The shape of the handcuff should correspond with the shape of the suspect's wrist. Handcuffs should be secure. Too tight may cause reduced circulation or nerve damage. Too loose could allow the prisoner to escape. Handcuffs should not be applied over the top of clothing or jewelry. Handcuffs should be double locked.

Double locking reduces the possibility of inflicting injury from handcuffs tightening further on the prisoner's wrists. It also reduces the possibility of the suspect picking or slipping the locking mechanism.

5. Handcuff Take Downs:

III (i)

If ineffective and appropriate to do so, take the suspect down to the ground to establish greater control. Handcuffed prisoners cannot break their fall. Consequently, the takedown must be reasonable and necessary based on the circumstances.

- a. Arm Lock (Bar Hammer Lock)
Two-officer handcuffed prisoner escort. Generally used in response to low levels of handcuffed prisoner resistance. Not used to cause pain unnecessarily or inflict punishment. If unable to control handcuffed prisoner using arm lock, transition to takedown. A handcuffed prisoner will not be able to break his/her fall. The takedown must be reasonable and necessary based on the circumstances. If feasible, the takedown may be performed in stages (depending on the level of resistance encountered). To perform in stages, take the suspect down to his/her knees, then onto their stomach (prone position).
- b. Grounding to Knees or Buttocks

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Grabbing handcuffs or wrist, drive subject hands down and forward to place subject on knees. Grabbing handcuffs or wrist, drive subject's hands straight down to place subject in a seated position.

- C. Assess for Officer and Suspect Injuries
 - 1. Render First Aid or request additional medical as needed
 - 2. Document

XV. BODY BALANCE/STANCE &MOVEMENT FROM POSITION TO INTERVIEW AND FIGHTING STANCE FOOTWORK REVIEW **III (e)**

- A. Footwork Review
 - 1. Forward shuffle
 - 2. Rear shuffle
 - 3. Normal pivot
 - 4. Shuffle right and left
 - 5. Pivot right and left
 - 6. Progressive pivot
 - 7. Shuffle pivot

- B. Body Balance and Movement
 - 1. How to fall to the ground safely and assume a position of advantage
 - 2. Access to equipment on duty belt while in a position of advantage and on the ground

- C. Field Interview Stance (F.I. Position)
 - 1. Officer Safety Related Concerns
 - a. Safety of Officer – Primary Concern
 - b. Maintain State of Readiness
 - c. Create / Maintain Reactionary Gap
 - d. Balanced Stance / Weight Distribution (50/50)
 - e. Vital Areas Protected / Gun Side Away
 - f. Hand / Elbow Placement
 - g. Visual Search

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2. High Guard Ready Stance
Increase distance / reaction time, assume defensive posture and prepare to defend self.

3. Tactical Body Movement / Positioning System
 - a. Patterns of Movement / Offline
 - (1) Neutral
 - (2) Closing
 - (3) Opening
 - b. Footwork review
 - (1) forward shuffle
 - (2) rear shuffle
 - (3) Normal pivot
 - (4) Shuffle right/left
 - (5) Pivot right and left
 - (6) Progressive pivot
 - (7) Shuffle pivot
 - c. Body balance and movement
 - (1) How to fall to the ground safely and assume a position of advantage
 - (2) Access to equipment on duty belt while in a position of advantage and on the ground

4. Reactionary Gap
 - a. Safe distance
 - (1) Average distance is approximately (6) six feet.
 - (2) Reactionary Gap should not be penetrated unless subject control is attempted.
 - (3) Reactionary Gap can be affected by an officer's level of training.
 - (4) Reaction time can be quickened if officers predict behavior.
 - (5) Demonstrate Reaction Time / Reactionary Gap.

XVI. DE-ESCALATION OF FORCE

III (d)

A. Verbal Commands

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1. Tone of voice
 2. Gain voluntary compliance
 3. Single communicator
 4. Verbal Communications versus Verbal Commands
 - a. How does verbal communication fit in as a force option?
 - b. How is it used as a tool for de-escalation?
 - c. How might either verbal communication or commands affect the outcome of a situation?
- B. Assessment
1. Ability
 2. Opportunity
 3. Intent
 4. Recognize when to escalate vs. de-escalate
 - a. When verbal commands fail – time to take action
 - b. Use of force warning when feasible
- C. Tactics
1. Distance plus cover equals time
 2. Resources
 3. Contiguously Plan
- D. Control the environment
1. Tactical pause
 2. Slow down
 3. Gather information
 4. Develop a plan
 5. Time + Distance = Options
- E. Making Sound Decisions
1. What is important right now?
 2. Set priorities
 3. Think through your choices
 4. Make sound decisions
- F. Verbal commands
1. Tone of voice
 2. Gain voluntary compliance
 3. Single communicator
- G. Assessment

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1. Ability
2. Opportunity
3. Intent
4. Recognize when to escalate vs. de-escalate
 - a. When verbal commands fail-time to take action
 - b. Use of force warning when feasible

- H. Tactics
1. Distance plus cover equals time
 2. Resources
 3. Contiguously Plan

XVII. Class exercises /De-Escalation Training/Scenario Drills: **V(h),III (d,j)**

- A. De-Escalation/CRT tactics: Arrest suspect under power of TASER followed by Search incident to arrest.
1. Students will conduct a contact of an individual in a park swinging a knife.
 2. Students will deploy a TASER safely and in accordance with department policy.
 3. Students will arrest the subject by placing handcuffs on the subject in accordance with department policy and conducting a search incident to arrest.
- B. De-Escalation Training (F.O.S): Violent EDP **III (a,b,d,j)**
1. Students will contact an emotionally disturbed person in a parking lot. The EDP will grab a knife.
 2. Students will attempt to De-Escalate the situation with verbal commands and equipment transitions.
 3. Students will conclude with an arrest of the person and proper after care.

XVIII. TESTING/REMEDICATION **III (j)**

Any student scoring below standard on any exercise, as established by the presenter, will be remediated and tested until standard is achieved.

XIX. GENERAL SAFETY INSTRUCTIONS: **III (c)**

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- A. Conduct a weapons check of all persons entering the Mat Room/FOS room/Scenario area to verify that no weapons are on them.
- B. Participants, role players and evaluators will be checked to ensure that they have no weapons on their person.
- C. Participants, role players and evaluators will be at a full duty status and have no physical limitation to prevent them from actively participating in the scenarios.
- D. If participants, role players or evaluators have any prior conditions that would prevent them from successfully completing any part of the training they will not participate.
- E. Safety Officers will be in close proximity to all participants during each scenario and will have discretion to stop the class or scenarios based on any perceived threat of injury.

XX. MAT SAFETY RULES:

- A. No firearms or live ammunition allowed
- B. No edged weapons, "sharps," chemical agents, or electronic immobilization devices allowed
- C. All injuries must be reported immediately
- D. Do not leave training area without proper approval
- E. Mat room usage not allowed without proper supervision
- F. No shoes allowed on mat surface (except approved mat shoes)
- G. Do not collapse expandable batons on mat surface (or anything else that may puncture mat)
- H. No horseplay
- I. No jewelry or hairpins will be worn (or anything else that may injure someone)
- J. Keep fingernails short (nail clippers available upon request)
- K. Students must bring all of their arrest and control equipment to every class (Including mouthpieces and other related materials)
- L. Mouthpieces and protective gear will be worn at all times during high intensity training
- M. Students applying a control hold should decrease the amount of tension applied when their partner "pats out" or "taps out"
- N. Change partners often and ask questions
- O. Take adequate breaks – Approximately every hour

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- P. Warm-up at beginning and cool down at end of training session

XXI. DEFENSIVE TACTICS SAFETY BRIEFING

III (c)

- A. The following safety briefing will be conducted at the beginning of each defensive tactics class. The briefing may be conducted by an instructor or read aloud by a student(s).

1. For major injuries, call 911.
2. No functional firearms, ammunition, edged weapons/sharps, chemical agents or anything else deemed dangerous allowed inside the designated training area
3. All injuries must be reported immediately
4. Do not leave training area without prior approval from staff
5. Mat room usage not allowed w/out proper supervision
6. No shoes allowed on mat surface (except approved mat shoes)
7. Do not puncture or collapse expandable batons on mat surface
8. No horseplay
9. No jewelry or hairpins will be worn
10. Keep fingernails short (nail clippers available upon request)
11. Academy recruits must bring all of their arrest and control
12. Equipment to every class
13. Mouthpieces and protective gear, including groin protection (if applicable) will be worn at all times during high intensity training
14. Students applying a control hold should decrease the amount of tension applied when their partner "pats out" or "taps out"
15. Change partners often and ask questions
16. Take adequate breaks – Approximately every hour
17. Warm-up at beginning and cool down at end

- B. General participation requirements and safety guidelines

1. Inquire about any pre-existing injuries and/or limitations
2. Ensure that everyone is on full-duty status and authorized to participate
3. Identify those in attendance that may have advanced medical training such as paramedics, emergency medical technicians, etc.
4. Identify location of first aid kit(s)

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5. Identify location of AED (Automated External Defibrillator)
6. Conduct weapons inspection of students and staff – No functional firearms, ammunition, edged weapons/sharps, chemical agents, electronic immobilization devices (TASER), etc.
7. Ensure that students are properly attired, and fingernails have been Trimmed.
8. A whistle and/or the term "Safety" will cease all action immediately
9. Tap out when necessary to avoid injury. The student applying the control hold or pain compliance technique will alleviate the pressure immediately while maintaining the hold if appropriate.

XXII. STUDENT RECOVERY

III (k)

- A. Cool down
 1. Stretching
 2. Hydration
- B. Injuries
 1. Treat
 2. Document

2021 – 2022 ADVANCED OFFICER TRAINING
DOMESTIC VIOLENCE REFRESHER (2 HOURS)

I. **LEARNING NEED**

Peace Officers will be updated on current issues from the Domestic Violence Unit.

LEARNING OBJECTIVES REGARDING DOMESTIC VIOLENCE

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- A. Criteria for increased Prosecution
 - 1. District Attorney
 - 2. City Attorney
- B. Discuss Restraining Order Violations and Evaluation for Stalking Charges
 - 1. Specific Charges
 - a. PENAL CODE 273.6 vs. PENAL CODE 166
 - b. EPO (Emergency Protective Order), TRO (Temporary Restraining Order), OAH (Order after hearing), CPO (Civil protective Order)
 - c. When these violations may meet the stalking threshold
- C. Discuss a detailed domestic violence report
 - 1. Contact Information
 - a. Victim/Witness/Suspect
 - b. Date of births
 - c. Identifying information for all parties
 - 2. Witness checks
 - a. Document where you checked for them and with who you spoke with
 - 3. Statements
 - a. Thorough written documentation using proper terminology
 - b. Audio recorded documentation
 - 4. Interviewing skills
 - a. Building a rapport
 - b. Trauma informed interviewing
- D. Emphasis on the collection of evidence
 - 1. Photos

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2. Electronics
 - a. Cell phones
 - b. Laptops, etc.
 3. Body Worn Cameras
 - a. When to turn on/off
- E. Special Population Considerations
1. Elder
 2. Juvenile
 3. LGBTQ
- F. COVID-19 Pandemic Trends in DV
1. Calls for service
 - a. Response times
 2. Prosecution of cases
 3. Access to medical care
 4. Access to support services
- G. SENATE BILL 1331 (SB 1331): Domestic Violence Lethality Assessment Review. SB 1331 requires the course to include procedures and techniques for assessing lethality or signs of lethal violence in domestic violence situations.
1. SB 1331 REGARDING LAW ENFORCEMENT AGENCIES AND POST
 - a. Existing law (section 13519 of the Penal Code) requires the Commission on Peace Officer Standards and Training to implement a training course for law enforcement officers in the handling of domestic violence complaints and to develop guidelines for officer response to domestic violence. Existing law requires the course to include instruction on specified procedures and techniques for responding to domestic violence, including among others, the signs of domestic violence, and techniques for handling incidents of domestic violence that minimize the likelihood of injury to the officer and promote the safety of the victim.

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- b. POST *encourages* that agencies have first responders administer the Domestic Violence Lethality Risk Assessment to all victims of Domestic Violence to assess the level of danger and/or the severity of the situation. Law enforcement personnel or victim advocates should use their judgement to interpret the information which the victim provides.

H. ASSESSING LETHALITY

1. Domestic Violence is Dangerous
 - a. Occurs every 15 seconds
 - b. About 2.8 million incidents annually in the United States
 - c. 40-60% of law enforcement calls are Domestic Violence related
 - d. Escalates over time in frequency and severity
 - e. Most dangerous time is when and after the victim leaves
2. Medical Costs of Domestic Violence
 - a. 500,000 women seek medical care each year for Domestic Violence
 - b. 25-40% of all Domestic Violence victims are pregnant
 - c. Medical personnel fail to identify Domestic Violence 95% of the time
 - d. PC 11160 - Medical mandated reporting of Domestic Violence
3. Workplace Violence Statistics
 - a. Homicide is the leading cause of death for women on the job
 - b. 94% of corporate security directors rated Domestic Violence as a "high security problem"
 - c. 71% of human resources personnel reported they had experienced an incident of Domestic Violence on company property
 - d. Abusive partners harassed 74% of women at work, causing 56% to be late at least 5 times per month
4. Danger Signs

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- a. Escalation
 - (1) Increase in frequency of incidents
 - (2) Increase in severity of injuries
 - (3) History of violence
 - (4) Extreme jealousy or possessiveness (Victim is central to abuser's identity and worth)

- b. Other Warning Signs
 - (1) Threats to kill
 - (2) Threats of suicide
 - (3) Access to and use of weapons
 - (4) Arson
 - (5) Pet abuse
 - (6) Stalking
 - (7) Abuse moves from indoors to public places
 - (8) Use of drugs and alcohol
 - (9) Forced sex
 - (10) Potential Triggering Events
 - (i) Birthdays
 - (ii) Anniversary dates
 - (iii) Special dates in relationship
 - (11) Change in Responses
 - (i) Finally appears to accept end of relationship
 - (ii) Resignation

- 5. Research and Indicators, Work of Dr. Donna Cohen on Elder Homicides – Suicides
 - a. About 1,500 cases annually in the U.S. since 1988
 - b. 83% involve spouses and intimate partners
 - c. The perpetrator has always been the male partner
 - d. Guns used more than 90% of the time
 - e. 30% of cases had a history of Domestic Violence
 - f. Involves an overvalued attachment of the suspect to the victim and a desire to maintain the integrity of relationship when threatened with separation or dissolution
 - g. High incidence of untreated and undetected psychiatric problems, especially, depression

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6. Lethality Assessment - Tennessee Case (student learning activity)
 - a. Read account provided
 - (1) Look for at least eight lethality indicators listed in the information
 - (2) Report back to the class
 - b. Tennessee Case Indicators
 - (1) Ex-wife
 - (2) Set house on fire
 - (3) Former deputy - access to weapons
 - (4) Depressed
 - (5) Ex-wife remarried
 - (6) Jealous
 - (7) Forced to resign for sexual assault of teen
 - (8) Restraining order
 - (9) Prior threats
 - (10) Refused to accept divorce, later became resigned to it
 - (11) Stalking - watching with binoculars
 - (12) Cut phone line
 - (13) Charged with assault of a motorist
 - (14) Victim had prior abusive relationships

7. Lethality Assessment of Your Case (Student learning activity)
 - a. Create a lethality assessment for your case
 - b. Report back a number from 1 (lowest) to 10 (highest) which rates the level of lethality
 - c. Provide reasons for your conclusion
 - d. Add the assessment to your report to assist the prosecution

8. Lethality Assessment Information
 - a. Applying Assessment Information
 - b. Educate victims
 - c. Triage cases
 - d. Urge prosecutor to file at an appropriate level

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2021-2022 ADVANCED OFFICER TRAINING

POST PERISHABLE SKILLS PROGRAM (PSP)

CAT. II -DRIVER TRAINING/AWARENESS- EVOC (4 hours)

COURSE PURPOSE:

The course will provide the student with the minimum topics of Driver Training/Awareness required in the POST Perishable Skills Training Program including: Basic Driving Principles, Legal and Moral Aspects, Defensive Driving and Maneuvering Course exercises.

The course consists of a hands-on/practical Driver Training/Awareness for officers.

MINIMUM TOPICS REGARDING DRIVER TRAINING/AWARENESS (CAT.II)

- a. Safety Policy/Orientation
- b. Policy, legal and moral issues
- c. Vehicle Dynamics
- d. Defensive driving
- e. Intersections exercise(s)
- f. Backing/parking exercise(s)
- g. Behind the wheel exercises to improve driving skills – judgment and decision making
- h. Class Exercises, Student Evaluation, and or optional Testing

COURSE OBJECTIVES:

The student will:

1. Demonstrate knowledge of their Driver Training/Awareness skills and techniques
2. Demonstrate a minimum standard of psychomotor skills with every technique and exercise to include:
 - A. Judgment and Decision Making
 - B. Policy, Legal and Moral Issues
 - C. Basic Driving Principles and Vehicle Dynamics
 - D. Defensive Driving

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MINIMUM STANDARDS OF PERFORMANCE SHALL BE TESTED BY AN INSTRUCTOR OBSERVING THE STUDENT DURING THEIR PERFORMANCE OF EACH TECHNIQUE AND EXERCISE. IF THE STUDENT DOES NOT MEET MINIMUM STANDARDS, AS ESTABLISHED BY THE PRESENTER, REMEDIATION WILL BE PROVIDED UNTIL THE STANDARD IS MET.

EXPANDED COURSE OUTLINE DRIVER TRAINING/AWARENESS

I. INTRODUCTION/ORIENTATION II (a)

- A. Introduction, Registration and Orientation
 - 1. Course Roster
 - 2. Facility Overview
- B. Course Objectives/Overview/Exercises, Evaluation/Testing
 - 1. Course Objectives
 - a. Judgment and Decision Making
 - b. Policy, Legal and Moral Issues
 - c. Basic Driving Principles and Vehicle Dynamics
 - d. Defensive Driving
 - 2. Safety Policy/Orientation

II. LEGAL AND MORAL ASPECTS II (b)

- A. California codes
 - 1. 17001 CVC
 - 2. 17004 CVC
 - 3. 17004.7 CVC
 - 4. 21052 CVC
 - 5. 21055 CVC
 - 6. 21056 CVC
 - 7. 21057 CVC
 - 8. 21806 CVC
 - 9. 21807 CVC
 - 10. 22350 CVC
 - 11. 13519 CVC

- B. Case law

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1. Brower v. Inyo (1989)
 2. Lewis v. Sacramento Co (1998)
 3. Cruz v. Briseno (2000)
 4. Nguyen v City of Westminster (2002)
 5. Scott v. Harris (2007)
 6. Additional case law as determined by instructor
- C. Agency policy
1. Emergency Response Policy
 - a. Officer's shall continually sound the siren and utilize all emergency lights
 - (1) When disregarding traffic control devices
 - (2) Or other vehicle code regulations
 - b. Response Types
 - (1) Code 11-99, Code 3 (Officers Needs Assistance)
 - (a) A call for 1199 shall be requested and broadcast ONLY when an officer is in immediate danger and backup assistance is urgently needed.
 - (2) Code 3 vehicle operation is normally limited to units assigned to the same radio talk group or within a reasonable distance, such as adjoining divisions.
 - (3) Code COVER, Code 3 (Cover now or emergency button activation)
 - (a) This type of response is authorized only under controlled circumstances.
 - (b) "Cover Now" is police officer terminology requesting Code 3 cover.
 - (c) Only two units will be permitted to respond Code 3 unless a supervisor specifically authorizes additional units.

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- (d) Radio dispatchers will broadcast the location of the responding unit(s)
 - (4) Code NONU (Request for cover-Non-Urgent)
 - (a) This is Non-Urgent response to an officer's request for back-up or cover. A Code 3 response is not authorized.
 - (b) When Non-urgent cover is requested, it is the requesting officer's responsibility to define why non-urgent cover is needed (i.e., the subject is becoming agitated)
 - (c) Defining the reason for Non-urgent cover request informs the responding officer's and field supervisors of the reason for the request thereby reducing ambiguity in the request.
- 2. Pursuit Policy
- 3. Additional agency policies
 - a. Lawsuits
 - (1) Discuss past lawsuits and outcomes
 - b. Discipline
 - (1) Discuss ARB-Accident Review Board
 - (2) Administrative Regulation 75.12
 - (3) Describe Categories of collisions
 - c. Injuries and deaths (Officer Down Memorial Page Statistics)
 - (1) Discuss trends and causes related to vehicle collisions
 - d. Vehicle and equipment damage
 - (1) Discuss numbers of vehicles damaged and costs to agency
 - (2) Discuss factors associated with collisions
 - e. Body Worn Cameras (BWC)

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- (1) Need to be activated when officers are driving Code 3 and/or involved in a pursuit
- (2) Captures violations
- (3) Captures narration by officer of offender's violations
 - (a) Can be utilized when preparing reports
- (4) Refer to Policy and Procedures on BWC requirements
- (5) Recruits utilize BWC's in their training during the academy

- D. Moral aspects
1. Risk v Reward
 2. Letter of the law v Spirit of the law

III. VEHICLE CARE AND MAINTENANCE

II (c)

- A. Pre-shift Vehicle Inspection Interior
1. General appearance
 2. Lights
 - a. OEM
 - b. Emergency
 3. Trunk
 - a. Spare tire
 - b. Fire extinguisher
 - c. Jack / Lug wrench
 - d. Flares
 - e. First aid kit
 - f. Blanket
 4. Interior
 - a. Trash / Debris
 - b. Clean windows
 - c. Adjust seat and mirrors
 - d. Check gauges
 - e. Brakes
 - f. Secure gear
 - g. Seatbelts
 5. Listen for unusual sounds

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B. Pre-shift Vehicle Inspection Exterior

1. General appearance
2. Lights
3. Tires
 - a. Pressure
 - b. Wear
 - c. Damage
4. Wheels
5. Body damage

IV. BASIC DRIVING PRINCIPLES

II (c)

A. Weight Transfer

1. Weight distributed between front and rear wheels
2. Types of weight transfer
 - a. Lateral: Side to side
 - b. Longitudinal: Front to rear/Rear to front
3. Lateral transfer created when vehicle turned left/right
4. Longitudinal transfer created when:
 - a. Braking - Rear to front
 - b. Accelerating - Front to rear
 - c. Decelerating (lifting off accelerator)- Rear to front
5. Can't be completely eliminated in a moving vehicle
6. Minimized by good driving techniques and smooth operation

B. Steering Control

1. Seating position
 - a. Driver comfort
 - b. Efficient vehicle control
 - c. Wrist break over top of steering wheel
 - d. Seated approximately 12" from air bag
 - e. Adjust mirrors
2. Steering method – Two hand shuffle steering
 - a. Balanced hand positions per agency
 - b. Hands do not leave steering wheel
 - c. Maximizes steering accuracy
 - d. Safer and more effective recovery
 - e. Minimizes weight transfer
 - f. Minimizes air bag deployment injury (9 and 3, 8 and 4)
3. Steering method – Backing

II (f)

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- a. Body rotated to right
 - b. Right hand placed on right headrest
 - c. Vision directed over right shoulder
 - d. Left hand on steering wheel at 12 o'clock position
 - e. Left foot braced on floorboard
 - f. Physically check area behind vehicle before entering vehicle
 - g. Proper use of mirrors, back-up camera and sensors
 - h. Maximize vision
 - i. Minimize backing-pull through spots when parking if possible
4. Steering Method – Backing Utilizing Mirrors Only
- a. Body in normal driving position
 - b. Check left and right mirrors (if possible, check rear view mirror)
 - c. Check to ensure backup camera video and/or sensors are engaged (if applicable)
- C. Roadway Position
1. Definition: The position of the vehicle on the roadway that maximizes speed with minimum steering and risk of loss of vehicle control while negotiating a turn
- a. AKA – Driving line
 - b. Driving points in a turn
 - (1) Entry (Point #1)
 - (2) Apex (Point #2)
 - (a) Early
 - (b) Traditional
 - (c) Late
 - (3) Exit (Point #3)
2. Driving Advantages
- a. Minimize and control weight transfer
 - b. Minimize steering input
 - c. Smoother vehicle operation
 - d. Maximum speed through turns in the safest manner

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V. DEFENSIVE DRIVING

II (d)

- A. Defensive Drivers
 - 1. Avoid collisions regardless of right-of-way
 - 2. React properly to hazards
 - 3. Maintain a professional attitude
- B. Dangerous Driver Attitudes
 - 1. Overconfidence
 - 2. Self-righteousness
 - 3. Impatience
 - 4. Preoccupation
 - 5. Distracted driving/Multi-tasking
- C. Collision Avoidance
 - 1. Space cushion
 - a. Three second rule
 - b. Perception / Reaction time
 - c. When stopped, see rear wheels of vehicle directly in front
 - 2. Intersections **II (e)**
 - a. Clear left, right, then left again
 - b. Cover brake on stale green
 - c. Don't turn wheels until ready for turn
 - d. Look through turns
 - 3. Maintain high visual horizon
 - 4. Consider steering to the rear of a conflict vehicle
 - 5. Backing
 - a. Large percentage of collisions involving LE vehicles
 - b. Use proper backing techniques
 - c. Use of or backup cameras
 - 6. Lane changes
 - a. Signal
 - b. Check mirrors
 - c. Optional back up camera
 - 7. Blind spots
 - a. Clear blind spots by looking over shoulders
 - b. Use of mirrors
 - c. Optional backup cameras
 - 8. Accident Mitigation Systems
 - a. Agency policy
 - b. Manufacture advisements
- D. Occupant Safety Devices

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- 1. Safety belts
- 2. Supplemental Restraint System (air bags)
- E. Vehicle Dynamics **II (c)**
 - 1. Rear wheel cheat
 - 2. Front-end swing
 - 3. Oversteer
 - 4. Understeer
 - 5. Counter-steer

VI. MANEUVERING COURSE EXERCISES **II (g, h)**

- A. Offset Lane Exercise (Forward and Reverse)
 - 1. Roadway positioning (eye Placement and steering input)
 - 2. Appropriate throttle control and brake application
 - 3. Conscious of rear wheel cheat and front end swing
 - 4. Usage of pivot point (Reverse direction)
 - 5. Appropriate usage of mirror (reverse direction)
- B. Turn-Around Maneuver Exercise
 - 1. Student will demonstrate three-point turnaround, bootleg, and modified bootleg
 - 2. Maintain constant visual awareness of objects to the rear and sides until vehicle comes to a stop
 - 3. Demonstrate reverse steering (pivot point and front-end swing)
- C. Steering course Exercise
 - 1. Demonstrate proper application of forward and reverse methods of steering
 - 2. Coordination of steering and throttle control to minimize weight transfer during turning movements
 - 3. Maneuver around obstacles without striking them
- D. "T" Driveway
 - 1. Appropriate lane placement
 - 2. Appropriate adjustments for rear wheel cheat
- E. Parallel Parking Exercise **II (f)**
 - 1. Appropriate setup
 - 2. Finish within 18" of the curb
- F. Serpentine
 - 1. Setup/Knowledge of pivot point location
 - 2. Appropriate usage of mirrors
 - 3. Steering input and throttle control needed to accomplish goal
 - 4. Control of rear wheel cheat and front-end swing
- G. Additional Maneuvering Exercises as determined by Instructor

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1. Refer to Driver Awareness Instructor Manual
2. Refer to Emergency Vehicle Operations Manual

VII. TESTING/REMEDIATION

II (h)

Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until competency is demonstrated to the satisfaction of the presenter.

2021-2022 ADVANCED OFFICERS TRAINING (AOT)
PERISHABLE SKILLS PROGRAM (PSP)
CATEGORY I - TACTICAL FIREARMS (4 hours)

COURSE PURPOSE:

The course will provide the officer with the appropriate topics of tactical firearms and lethal force required in POST's Advanced Officers Training (AOT). The officer will develop the necessary firearms tactical knowledge and skills to survive and win a realistic lethal force encounter.

The course consists of a hands-on practical skills firearms training for in-service officers.

MINIMUM TOPICS/EXERCISES

- a. Safety Policy/Orientation
- b. Moral Obligations
- c. Use of Force considerations
- d. Policy and/or Legal Standards
- e. Sight Alignment, Trigger Control, Accuracy
- f. Target Recognition and Analysis
- g. Weapons Clearing/Manipulations
- h. Live Fire Tactical/Marking Cartridges
- i. Basic Tactical Firearms Situations, Judgment and Decision- Making Exercise(s)

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- j. Class Exercises/Student Evaluation/Testing

COURSE OBJECTIVES REGARDING TACTICAL FIREARMS:

The officer will:

1. Demonstrate knowledge of their individual Department's Use of Force/Firearms Policy.
2. Identify the tactical analysis key points related to tactical firearms as reported in POST Law Enforcement Officers Killed and Assaulted (LEOKA) Studies (1994 to 2019, hereby incorporated by reference).
3. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise, and course-of- fire, to include:
 - A. Judgment and Decision-Making
 - B. Firearms Safety
 - C. Fundamentals of Marksmanship
 - D. Safe Drawing and Presenting Firearms
 - E. Shoot/No Shoot
 - F. Speed, Accuracy and Effectiveness under stress and movement conditions
 - G. Shot Placement: Combat Effectiveness
 - H. Malfunctions Clearing
 - I. Loading/Reloading

Minimum standards of performance shall be tested by an instructor observing the officer during their performance of each technique, exercise, and course-of-fire. If the officer does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.

EXPANDED COURSE OUTLINE TACTICAL FIREARMS

- I. INTRODUCTION/ORIENTATION
 - A. Introduction, Registration and Orientation

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B. Course Objectives/Overview, Exercises, Evaluation

1. Overview of course objectives
 - a. Judgment and Decision Making
 - b. Firearms Safety
 - c. Fundamentals of Marksmanship
 - d. Safe Drawing and Presenting Firearms
 - e. Threat Assessment/Identification
 - f. Speed, Accuracy and Effectiveness under stress and movement conditions
 - g. Shot Placement: Combat Effectiveness
 - h. Malfunctions Clearing
 - i. Loading/Reloading
2. Overview of exercises/drills
3. Evaluation/testing/remediation procedures

C. Weapon Safety Orientation, Review of Range/Shooting Safety Rules

(Pre-range weapons unloading procedures and extended break reload/unload rules)

I(a)

1. All Weapons are to be considered loaded
2. Never point the muzzle at anything you are not willing to shoot at
3. Keep finger off trigger until you are ready to fire
4. Be sure of your target area, both foreground and background
5. Range and Tactical Safety
 - a. Follow Range Rules
 - b. Follow Instructor commands at all times
 - c. Strict Weapon Discipline and Muzzle Control
 - d. No "Lasering" of personal body parts
 - e. Firearms should be placed on safety or de-cock prior to holstering
 - f. Cover primary elements as a checklist with students
 - g. Local emergency/first aid procedures to include radio/telephone procedures, closest medical facility

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II. LETHAL FORCE OVERVIEW

I (b,c,d)

- A. Legal Standards/Case Law
 - 1. AB 392
 - a. What has changed
 - b. How are the changes reflected in agency's Use of Force policy?
 - 2. Supporting Case Law
 - a. Tennessee vs. Garner
 - (1) Deadly Force
 - (2) Fleeing Felon
 - b. Graham vs. Conner
 - (1) Objectively Reasonable Force
 - (2) PC 835a
- B. Moral/Ethical Issues involving Use of Force/Lethal Force
 - 1. Moral obligations
 - 2. Ethical concerns
- C. Civil Implications of using Force/Lethal Force
 - 1. Department liability
 - 2. Personal liability
- D. Report Writing and Preliminary Investigation Overview
 - 1. Report writing and articulation
 - 2. What happens during preliminary investigation

III. USE OF FORCE/LETHAL FORCE AND FIREARMS POLICY

I (c,d)

- A. Use of Force Considerations
 - 1. Lethal Force within the spectrum of force options
 - 2. Verbal, Hands, Less Lethal, Lethal Force
 - 3. Escalation and De-escalation Process
- B. Department Policy/SB 230
 - 1. Reasonable Cause to believe
 - 2. Imminent Threat
 - 3. Death or Serious Bodily Injury
 - 4. Fleeing Violent Felon Specifications
 - 5. Other policy areas and issues
 - 6. Shooting at vehicles after violent fleeing specifications

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IV. POST LAW ENFORCEMENT OFFICERS KILLED/ASSAULTED (LEOKA) STUDIES

- A. Current Reports and Vital Statistics from LEOKA Reports
 - 1. Line of duty deaths
 - 2. Statistics over time
- B. Conclusive Tactical Analysis
 - 1. Low Light Conditions
 - 2. 5 – 10 feet
 - 3. 2 rounds
 - 4. 2 seconds
 - 5. Officer Accuracy: less than 20 %
 - 6. Use of Cover
 - 7. Summary – Overview

V. FUNDAMENTALS OF SHOOTING

I (e, f)

- A. Sight Alignment
 - 1. Equal height front sight to the rear sight
 - 2. Equal light front sight centered in the rear sight notch
- B. Sight Picture
 - 1. Sights align relative to target
 - 2. Eye Focus - Front sight tip
- C. Trigger Control
 - 1. Smooth, continuous pressure straight to the rear
 - 2. Without disturbing sight picture
- D. Follow through
 - 1. Manage recoil
 - 2. Reset the trigger to the ready position and get another sight picture
- E. Stance
 - 1. Athletic stance, Balanced Ready Position
 - 2. Weight shifted slightly forward
 - 3. Torso squared toward target
- F. Grip
 - 1. High firm grip
 - 2. Two hands on firearm

VI. FIVE COUNT PISTOL DRAW

- A. Threat Assessment

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1. Assess the Threat
 2. De-Cock to Double Action
 3. Tactical Reloading
 4. Reassess
- B. Holstering
1. ONLY when the tactical situation warrants
 2. Gently place firearm back into holster
 3. Secure all holster retentions
- C. Count One
1. High firm grip
 2. Defeat retentions
 3. Support hand/arm into center line
- D. Count Two
1. Draw
 2. Pistol is rocked up and forward
 3. Wrist is positioned above holster
 4. Forearm parallel to ground
 5. Trigger finger placement
- E. Count Three
1. Meet both hands for two handed grip
 2. Low ready positioning
- F. Count Four
1. Present pistol for a two-handed grip
 2. Pistol raised to eye level raise front sight to eye level
 3. Eye focus to front sight
 4. Estimate proper sight picture
 5. Begin trigger press
- G. Count Five
1. Weapon at full presentation (We do not shoot every time we draw)
 2. Sight alignment/sight picture is verified
- H. Threat Assessment
1. Assess the Threat
 2. De-Cock to Double Action
 3. Tactical Reloading
 4. Reassess
- I. Holstering
1. ONLY when the tactical situation warrants
 2. Reverse of the draw count
 3. Gently place firearm back into holster
 4. Secure all holster retentions

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VII. DRILLS AND COURSES-OF-FIRE

I (g, h, i, j)

- A. Range Orientation and Safety Briefing
 - 1. Conduct second range safety briefing
 - 2. Review command sequence
- B. All Courses emphasize:
 - 1. Firearms safety
 - 2. Muzzle and fire discipline
 - 3. Fundamentals of marksmanship
 - 4. Five count draw
- C. Marksmanship Warm Up Drill
 - 1. Review grip, stance, and draw
 - 2. Perform one shot drills from the holster
 - 3. 7-yard line
 - 4. As many times as needed to observe student proficiency
- D. Speed/Emergency Reload
 - 1. Drop magazine as bringing weapon to workspace and grabbing new magazine
 - 2. Properly index the magazine
 - 3. Insert fresh magazine
 - 4. Send slide home either by slide stop or overhand grip
- E. Tactical Reload
 - 1. Handgun to workspace
 - 2. Index a fresh magazine
 - 3. Replace partial magazine with fresh magazine from workspace
 - 4. Retain partial magazine
 - 5. Handgun back on target
 - 6. Utilize cover if possible
- F. Malfunction Drills
 - 1. Failure to Fire
 - a. Failure to fire/eject
 - b. Bring handgun to workspace
 - c. Tap magazine to support hand to ensure fully seated
 - d. Roll to right (for left or right-handed to orient the ejections port to the ground) and rack slide
 - 2. Double Feed Drill
- G. Flashlight Shooting Drills
 - 1. Weapon Mounted
 - a. Use support side thumb to activate light or use grip activated switch

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- 2. b. Deactivate when no longer necessary
- 2. Handheld Flashlight Tech
 - a. Alternate flashlight shooting techniques
 - b. Safety precautions
 - c. Dry fire practice
 - d. Reloading/flashlight retention
 - e. Handgun presentation with a secondary light

H. One Handed Shooting –STO (Strong Hand Only /WHO (Weak hand only) 75
Rounds IPSC Qualification Target **I (h,I,j)**

- 1. All drills from the holster
 - a. 3 yard line- SHO (Strong hand only)
 5 rounds-No Time
 - b. 7 yard line- SHO
 5 rounds-No Time
 - c. 10 yard line- SHO
 5 rounds-No Time
 - d. 15 yard line- SHO
 5 rounds-No Time
- 2. All drills from the holster
 - a. 3 yard line- WHO (Weak hand only)
 5 rounds-No Time
 - b. yard line- WHO
 5 rounds-No Time
 - c. 10 yard line- WHO
 5 rounds-No Time

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- d. 15 yard line- WHO
 - 5 rounds-No Time
- 3. Draw and Shoot Strong Hand Only- All drills from the holster
 - a. 7 yard line-SHO with equipment in off-hand to simulate flashlight
 - (1) 4 rounds rapid fire (repeat 2x)
 - (2) 5 rounds rapid fire (repeat 3x)
 - (3) 6 rounds rapid fire (repeat 2x)

Instructor Notes:

All students should be instructed to attend with the flashlight they use for regular duty use. At the beginning of each course of fire, they are to use their preferred off-hand flashlight technique while performing the prescribed course of fire. Loaner flashlight substitutes may be used if student fails to bring any.

- I. Shooting on the Move 85 rounds V-Tac Target **I (h,I,j)**
 - 1. All drills from the holster, TH (two handed) shooting
 - a. 15 yard line moving forward to 3 yard line
(Repeat each drill 5x)
5 rounds fired between 10 and 5 yard line
 - b. 15 yard line moving forward to 3 yard line
(Repeat each drill 3x)
5 rounds fired between 7 and 3 yard line
 - (1) 4 rounds to the body/1 round to the head
 - (2) 3 rounds to the body/2 rounds to the pelvis
 - c. 15 yard line moving forward to 3 yard line
(Repeat each drill 5x)
 - (1) 3 rounds to shooters target

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- (2) 3 rounds to neighbor's target.

Instructor Notes:

Student will be broken down further into manageable groups of 5 so that RSO's can manage with a 2-to-1 student to instructor ratio while shooting on the move. Shoot all students through section (a) before restarting in section (b), then repeat for (c).

J. Barricade Shooting 70 rounds Old Qualification Target **I (h,i,j)**

1. Discussion on techniques for utilizing and shooting from cover
 - a. 15 yard line- Left-Side standing Barricade
 - (1) 10 rounds Roll Out - no time limit
 - (2) 10 rounds Strong Foot Forward Lunge-no time
 - b. 15 yard line- Right-Side standing Barricade
 - (1) 10 rounds Roll Out - no time limit
 - (2) 10 rounds Strong Foot Forward Lunge-no time
 - c. 15 yard line- Window Barricade
10 rounds- no time limit
 - d. 15 yard line- Viking Tactical Barricade
10 rounds- no time limit
 - e. 15 yard line- Driver's Side Police Vehicle Door deployment (on Steel)
10 rounds- no time limit

Instructor Notes:

Split the group into equal subgroups behind each of the various stations (a), (b), (c), (d), and (e). Place one RSO at each shooting station. Each shooter, upon

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completion of the course of fire, should rotate in alphabetical order. Shooters in station (e) will wrap around back to station (a). (See attached Diagram for Barricade placement)

Demonstrate both the Roll-Out technique and the Strong Foot Forward Lunge technique when addressing the left and the right side of the barricade. Have shooters attempt both techniques at each station.

Align police vehicle on far right of range and in front of steel silhouette target.

K. Elimination Drills 20 rounds SDPD "D" Qualification Targets **I (j)**

1. TH (Two handed) shooting from the holster

- a. All officers will draw their handguns when the timer goes off. They will fire one round into the head of their target
- b. If the officer is successful in hitting the target under the prescribed time limit, they will remain. If they are unsuccessful, they are eliminated from the drill.
- c. The drill will continue until one (1) officer remains.

2. 7 yard line

- a. 5 seconds
- b. 4 seconds
- c. 3 seconds
- d. 2 seconds

VII. TESTING/REMEDICATION **I(j)**

TESTING ANY STUDENT SCORING BELOW STANDARD ON ANY EXERCISE, AS ESTABLISHED BY THE PRESENTER, WILL BE REMEDIATED, AND TESTED UNTIL COMPETENCY IS DETERMINED TO THE SATISFACTION OF THE PRESENTER.