



POST MANUAL



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MISSION

The mission of Colorado POST is to establish and maintain standards for peace officer training and certification that are relevant, realistic and responsive to our ever-changing world.

Law Enforcement Code of Ethics

As a Certified Peace Officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and, to respect the Constitutional rights of all men to liberty, equality and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life. I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided in me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force of violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith and I accept it as a public trust to be held so long as I am true to the ethics of law enforcement service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession . . . law enforcement.

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PROGRAMS

BASIC ACADEMIC TRAINING PROGRAM

Effective July 1, 2025

MINIMUM REQUIRED HOURS

Academic	380
Arrest Control	62
Driving	44
Firearms	72
TOTAL	558

I. INTRODUCTION TO CRIMINAL JUSTICE

REQUIRED HOURS: 16

A. Criminal Process

Required Minimum Hours: 4

General Learning Goal: The student will learn the basic purpose, roles, and responsibilities of the three major components of the criminal justice system – law enforcement, the courts, and corrections.

Specific Performance Outcomes:

1. The student will examine the purposes of the criminal justice system:
 - a. Guarantee due process and equal justice through application of laws (LE/courts)
 - b. Reduce crime, fear of crime, and public disorder (LE)
 - c. Protect life and property (LE)
 - d. Enforce laws (LE)
 - e. Protect the community from individuals who have committed crimes (Corrections)
2. The student will define procedural justice as it relates to the criminal justice process.

3. The student will examine the basic purpose, role, and responsibilities of law enforcement.
4. The student will examine the basic purpose, role, and responsibilities of a court system. (Note: This is only an overview as the Court system will be discussed in detail in the Judicial Process class).
5. The student will examine the basic purpose, role, and responsibilities of the correctional system.
6. The student will discuss the interrelationships of the major components of the criminal justice system.
7. The student will distinguish between the different jurisdictions of federal, state, county, municipal and tribal law enforcement agencies.

Recommended Source Material:

Criminal Justice, Fagin (Prentice Hall), 2006

Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing), 6th ed., 2004

Introduction to Criminal Justice, Larry J. Siegel and John L. Worrall, Cengage Learning; 16th edition (January 1, 2017)

The Importance of the Criminal Justice System and Today's Professionals, <https://www.goodwin.edu/enews/importance-of-the-criminal-justice-system/>

B. Judicial Process

Required Minimum Hours: 4

General Learning Goal: The student will learn the organization and operation of the judicial process as it relates to an entry-level law enforcement officer.

Specific Performance Outcomes:

1. The student will differentiate the basic functions of trial courts and appellate courts related to criminal case proceedings.
2. The student will describe the relationship between municipal, state and federal courts as related to criminal case proceedings
3. The student will identify which trial court will have jurisdiction to adjudicate criminal charges in most circumstances regarding each of the following criminal violations:
 - a. Colorado state law violations involving only misdemeanor offenses;
 - b. Colorado state law violations involving felony offenses;
 - c. Colorado state law violations involving only traffic offenses or civil infractions;
 - d. Violations of municipal code or ordinance; and
 - e. Violations of federal law or regulations.
4. The student will differentiate a peace officer's role in the initiation of charges for misdemeanor offenses from felony offenses.
5. The student will explain the initial court process after a custodial arrest to include:
 - a. The time deadline for an offender to appear before a court after arrest;
 - b. The factors used to determine types of bonds, amount of bail, and bond conditions; and
 - c. The factors considered by courts when issuing protection orders.
6. The student will explain the basic stages of the court process in a felony case:
 - a. Preliminary hearing

- b. Arraignment
 - c. Pre-trial motions
 - d. Trial
 - e. Sentencing
 - f. Appeals
7. The student will explain other ways criminal cases may be resolved through the court system.
8. The student will explain the primary responsibilities of:
- a. Prosecution
 - b. Defense
 - c. Judges
 - d. Juries

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 12 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

Colorado Revised Statutes Title 16, Articles 2,3,4, and 5

Recommended Source Material:

Colorado Courts at a Glance (Colorado Judicial Branch)

<https://www.courts.state.co.us/Courts/Education/Brochures.cfm>

C. Law Enforcement Ethics and Anti-Bias Policing

Required Minimum Hours: 8

General Learning Goal: The student will understand the importance of professional, ethical, and unbiased conduct to the officer, department, and community.

Specific Performance Outcomes:

1. The student will identify the ethical expectations of a peace officer as it relates to the following groups:
 - a. Community
 - b. Victim, witnesses, suspect
 - c. Department
 - d. Governmental agencies
 - e. Fellow officers
2. The student will describe the importance of ethical conduct as it relates to the restrictions on accessing and releasing criminal justice information and associated penalties concerning the NCIC/CCIC system.
3. Using the Law Enforcement Code of Ethics, the student will analyze situations that may be encountered on the job that present conflicting values in exercising their authority as officers.
4. The student will identify the characteristics of an ethical officer.
5. The student will describe the consequences of unethical/unprofessional conduct to the peace officer, department, and community.
6. The student will explain why an officer should respond to a co-worker's unprofessional conduct to include the duty to report excessive use of force and the duty to intervene.
7. The student will summarize the impact of the landmark case decision in *Brady v Maryland* (1963) on law enforcement and the consequences of failure to comply with these duties and requirements.
8. The student will define:
 - a. Diversity

- b. Stereotype
 - c. Prejudice
 - d. Discrimination
9. The student will identify personal, professional, and organizational benefits of valuing diversity within the community and law enforcement.
 10. The student will discuss situations illustrating the intersection of race, gender, and disability, and their impact on law enforcement.
 11. The student will examine cultural biases and beliefs regarding people with disabilities.

Recommended Source Material:

Arresting Police Video, Included in the “POST Anti-Bias Train the Trainer” materials

Case Studies – Facilitation Format

- a. *Being in the Wrong Neighborhood*
- b. *Driving the Wrong Car*
- c. *Suspicious Car*

Character and Cops: Ethics in Policing, Delattre (American Enterprise Inc. Press)

CBI-Misuse of CCIC Data Handout, FACs and PowerPoint (Colorado Bureau of Investigation)

CCIC Training Manual (Colorado Bureau of Investigation)

Driving While Black, Included in the “POST Anti-Bias Train the Trainer” materials

Police Ethics: The Corruption of Noble Cause, Crank and Caldero (Lexis Publishing), latest edition

State of Colorado Demographics – U.S. Census

<http://www.census.gov/quickfacts/table/PST045215/08>

Americans with Disabilities Act. 42 U.S. Code § 12102 - Definition of disability

Improving Police Interactions with People with Disabilities
<https://www.aapd.com/improving-police-interactions-with-people-with-disabilities/>

Media Coverage of Law Enforcement Use of Force and Disability,
https://rudermanfoundation.org/white_papers/media-coverage-of-law-enforcement-use-of-force-and-disability/

Think Change Talks: Breaking the Barrier of Disability Bias,
<https://thinkchange.training/disability-bias/>

Think Change Talks: Breaking the Barrier of Disability Bias
Discussion Guide, <https://www.flipsnack.com/thinkchange/breaking-the-barrier-of-disability-talks-discussion-guide/full-view.html>

Think Change Talks: The Intersection of Race and Disability,
<https://thinkchange.training/intersection-race-disability/>

II. BASIC LAW

REQUIRED HOURS: 68

A. Constitutional Law

Required Minimum Hours: 18

General Learning Goal: The student will have a basic understanding of the rights guaranteed by the U.S. and Colorado Constitutions and the legal rules and guidelines that govern the conduct and actions of law enforcement officers protecting these rights.

1. Basic Constitutional Principles

Required Minimum Hours: 2

Specific Performance Outcomes:

- a. The student will explain the historical context and foundations of the U.S. Constitution and the purpose of the Bill of Rights.
- b. The student will identify the rights and guarantees found in the following Amendments to the U.S. Constitution:

- (1) First Amendment
- (2) Fourth Amendment
- (3) Fifth Amendment
- (4) Sixth Amendment
- (5) Eighth Amendment
- (6) Fourteenth Amendment

- c. The student will compare the freedoms and rights afforded to individuals under the Colorado State Constitution and Amendments to the U.S. Constitution identified above.

Required Source Material:

United States Constitution, including Amendments

Colorado State Constitution, including Amendments

2. Arrest, Search & Seizure

Required Minimum Hours: 12

Specific Performance Outcomes:

- a. The student will explain the basic principles of search and seizure law:
- (1) The scope and applicability of the Fourth Amendment
 - (2) Reasonable expectation of privacy
 - (3) Probable cause
 - (4) Presumption that warrantless search is unconstitutional
 - (5) What constitutes a search
 - (6) What constitutes a seizure
 - (7) Exclusionary rule

Landmark cases: Mapp v. Ohio, 367 U.S. 643 (1961); Florida v. Jardines, 569 U.S. 1 (2013); Riley v. California, 573 U.S. 373 (2014)

- b. The student will explain the laws and landmark court decisions for warrant searches and seizures:
 - (1) Fourth Amendment requirements including particularity (place) and particularity (items or property to be seized).
 - (2) Probable cause requirement and issues, including reliability, corroboration, and staleness.
 - (3) Affidavits in support of warrant searches including misstatements and omissions, exculpatory information, role of legal counsel, and role of judge.
 - (4) Execution of a search warrant
 - (5) Colorado Revised Statute sections 16-3-301, 303, 304, 305 and 306; and Colorado Rule of Criminal Procedure 41.

- c. The student will explain the laws and landmark court decisions for warrantless searches and seizures:
 - (1) Consent searches
 - (2) Exigent circumstance searches
 - (3) Plain View Doctrine
 - (4) Searches incident to custodial arrest
 - (5) Searches incident to non-custodial arrest
 - (6) Inventory/caretaking function searches

- d. The student will explain the laws and landmark court decisions for searches and seizures involving motor vehicles:
 - (1) Protective search for weapons during investigatory stop

- (2) Probable cause searches of vehicles
- (3) Consent searches of vehicles, including C.R.S. section 16-3-310
- (4) Searches of vehicles incident to custodial arrests
- (5) Vehicle inventory searches-
- (6) Vehicles as instrumentalities

Landmark cases: Carroll v. United States, 267 U.S. 132 (1925); Arizona v. Gant, 556 U.S. 332 (2009)

e. The student will explain the laws and landmark court decisions for searches and seizures involving persons:

- (1) Consensual Encounters
- (2) Investigatory Stops/Detentions, including C.R.S. section 16-3-103
- (3) Arrest, including C.R.S. sections 16-3-101, 102, 104, 105 106; and 16-3-201 and 202.

Landmark cases: Terry v. Ohio, 392 U.S. 1 (1968); Chimel v. California, 395 U.S. 752 (1969); Pennsylvania v. Mimms, 434 U.S. 106 (1977); Rodriguez v. United States, 575 U.S. 348 (2015)

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 2-through 10
[Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

Colorado Peace Officers Handbook with Search and Seizure, Latest edition. Blue360 Media.

Colorado Revised Statutes

Colorado Rules of Criminal Procedure, Rule 41

3. The Legal Aspects of Interview and Interrogation

Required Minimum Hours: 2

Specific Performance Outcomes:

- a. The student will distinguish between an interview and an interrogation.
- b. The student will apply the laws and court decisions as they pertain to statements in an interview/interrogation:
 - (1) Voluntariness
 - (2) Knowingly
 - (3) Duress, Coercion, and Trickery
 - (4) Witnesses
 - (5) Miranda Considerations (U.S. Const. – 5th Amendment)
 - (6) Escobedo Considerations (U.S. Const. – 6th Amendment)
- c. The student will explain the value of taking statements from both hostile and friendly witnesses.
- d. The student will explain how techniques may differ when interviewing or interrogating people with disabilities and the atypical reactions that may result.

Landmark Cases: Miranda v. Arizona, 384 U.S. 436 (1966); Escobedo v. Illinois, 378 U.S. 478 (1964); Gideon v. Wainwright, 372 U.S. 806 (1963); Mincey v. Arizona, 437 U.S. 385 (1978); Brewer v. Williams, 430 U.S. 387 (1977)

Required Source Material:

Colorado Peace Officers Legal Source Book, Section 9 (Colorado District Attorney's Council/Colorado Attorney General)

Colorado Revised Statutes

Recommended Source Material:

Understanding Police Interrogation: Confessions and Consequences,
William Douglas Woody and Krista D. Forrest, et. al., 2020

Commission on Improving First Responder Interactions with Persons
with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

4. Legal Issues of Eyewitness Identification (Due Process Clause)

Required Minimum Hours: 2

Specific Performance Outcomes:

- a. The student will explain the laws and landmark court decisions regarding identification procedures:
 - (1) Field show ups, including C.R.S. section 16-1-110
 - (2) Photographic arrays, including C.R.S. section 16-1-109
 - (3) Custodial lineups

Landmark cases: Manson v. Brathwaite; 432 U.S. 98 (1977)

Required Source Material:

State of New Jersey v. Henderson, 27 A.3d 872 (2011) (review of scientific studies regarding eyewitness identification procedures).

Colorado Peace Officer Legal Sourcebook, Chapter 10 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

Colorado Peace Officer's Handbook (current edition - Blue360° Media).

B. Colorado Criminal Code

Required Minimum Hours: 32

General Learning Goal: The student will have a basic understanding of and develop the skill of using the Colorado Criminal Code to correctly

identify violations and apply current criminal statutes in a variety of commonly encountered situations.

Specific Performance Outcomes:

1. The student will locate current Colorado Criminal Code statutes in more than one resource, including digital-based primary resources.
2. The student will explain the Principles of Criminal Culpability. (18-1-501, 502 and 503 C.R.S.)
3. The student will explain, as set forth in the applicable statutes:
 - a. Rights of defendant (18-1-402, 403, 405(1), 406(1), 407 C.R.S.)
 - b. Definitions (18-1-901 C.R.S.)
 - c. Legal Accountability and Complicity (18-1-601 – 605 C.R.S.)
 - d. Justification and Exemptions from Criminal Responsibility (18-1-701 through 712 C.R.S.)
 - e. Responsibility (18-1-801, 802(2), and 804 C.R.S.)
 - f. Inchoate offenses (18-2-101; 18-2-201; 18-2-301 C.R.S.)
4. For the following offenses, the student will distinguish between felony, misdemeanor and petty offenses and will identify the elements of, and any aggravating or mitigating factors or circumstances that may specifically apply to, the offense. The student is not required to identify the specific offense classification (e.g., class 1, 2, 3, 4, 5 or felony or class 1 or misdemeanor), and is not required to understand or apply the sentencing terms, conditions, or provisions, if any, that are specific to the offense:
 - a. Crimes Against Persons
 - (1) Homicide and Related Offenses (18-3-101(1)(a), (d), (e), and (f) through 106 C.R.S.)

- (2) Assaults (18-3-201, 18-3-202(1)(a), (c), (e) and (g); 18-3-203(1)(b), (c), (c.5), (d), (g), (h), (i); 18-3-204; 18-3-205; 18-3-206 and 18-3-208 C.R.S.)
 - (3) Kidnapping (18-3-301 through 305 C.R.S.)
 - (4) Unlawful Sexual Behavior (18-3-401, 402, 404, 405, 405.3, C.R.S.)
 - (5) Stalking (18-3-601 and 602 C.R.S.)
- b. Offenses Against Property
- (1) Arson (18-4-101 through 105 C.R.S.)
 - (2) Burglary (18-4-201 through 205 C.R.S.)
 - (3) Robbery (18-4-301 and 302 C.R.S.)
 - (4) Theft (18-4-401, 406, 414 and 415 C.R.S.)
 - (5) Motor vehicle theft (18-4-409 and 409.5 C.R.S.)
 - (6) Criminal Mischief, Trespass, and Tampering, (18-4-501, 502, 503, 504, and 506 C.R.S.)
- c. Offenses Involving Fraud
- (1) Forgery and related offenses (18-5-101, 102, 104, and 113(1)(b) C.R.S.)
 - (2) Fraud by check, (18-5-205 C.R.S.)
 - (3) Identity Theft and Related Offenses (18-5-702; 18-5-901 through 905 C.R.S.)
- d. Offenses Involving Family Relations
- (1) Incest (18-6-301 and 18-6-302 C.R.S.)
 - (2) Child Abuse (18-6-401 C.R.S.)
 - (3) Harboring a minor (18-6-601 C.R.S.)
 - (4) Contributing to the delinquency of a minor (18-6-701 C.R.S.)
 - (5) Domestic Violence (18-6-800.3, 801.5, 801.6, 803.5

and 803.6 C.R.S.)

- e. Wrongs to At-Risk Adults (18-6.5-102, 103 and 108 C.R.S.)
- f. Public Indecency (18-7-301 through 302 C.R.S.)
- g. Governmental Operations
 - (1) Obstruction of Public Justice (18-8-102 through 105, 110, 111, 111.5, 112, 114 and 116 C.R.S.)
 - (2) Violation of Bail Bond Conditions (18-8-212 C.R.S.)
 - (3) Bribery (18-8-302 C.R.S.)
 - (4) Abuse of Public Office (18-8-404 and 405 C.R.S.)
 - (5) Tampering with physical evidence (18-8-610 C.R.S.)
 - (6) Victims and Witnesses Protection (18-8-704 through 706 and 707 C.R.S.)
- h. Offenses against Public Peace, Order and Decency
 - (1) Public Peace and Order (18-9-101 – 106, 111, 112, 116.5, and 121 C.R.S.)
 - (2) Cruelty to Animals (18-9-202 C.R.S.)
 - (3) Offenses Involving Communications (18-9-306.5 C.R.S.)
- i. Offenses Relating to Firearms and Weapons
 - (1) Firearms and Weapons – General (18-12-101, 102, 103, 104, 105, 105.5, 106, 106.5, 107.5, 108 and 108.5 C.R.S.)
 - (2) Permits to Carry Concealed Handguns (18-12-203 and 204 C.R.S.)
 - (3) Large-Capacity Ammunition Magazines (18-12-302 C.R.S.)
- j. Miscellaneous Offenses (18-13-101, 107, 109, 109.5, 121 and 122 C.R.S.)

Required Source Material:

Colorado Revised Statutes

Recommended Source Materials

Lexis-Nexis through Colorado Legal Resources

Cornell Law, www.law.cornell.edu

C. Crimes Involving Children

Required Minimum Hours: 6

General Learning Goal:

The student will understand that two distinct systems with different goals and procedures have responsibilities for investigating neglected or dependent children and investigating delinquent acts committed by juveniles. Students will understand the basic responsibilities and duties imposed on law enforcement officers when investigating crimes involving children and will be able to identify risk factors and indicators of harm to children that may be observed during such an investigation.

Specific Performance Outcomes:

1. The student will identify the primary governmental agency responsible for legal proceedings involving neglected or dependent children and the primary purposes of the Children’s Code as set forth in C.R.S. section 19-1-102(1).
2. When provided with applicable fact patterns, the student will determine which fact patterns would support a finding that a child is neglected or dependent as defined in C.R.S. sections 19-3-102(1)(a) through (g).
3. The student will differentiate between legal proceedings involving neglected or dependent children and legal proceedings involving juveniles alleged to have committed a delinquent act, including the following:
 - a. The civil nature of D&N proceedings; the criminal nature

- of juvenile delinquency proceedings;
- b. The role of the County Attorney in D&N proceedings; the role of the District Attorney in juvenile delinquency proceedings;
 - c. The basic types of remedies that may be ordered in a D&N proceeding, from treatment plans-up to termination of parental rights; and the basic types of consequences that may be ordered in juvenile delinquency proceedings, including diversion services, probation, detention and commitment.
4. The student will explain the legal circumstances that allow a child to be taken into temporary custody without an order of the court as identified in C.R.S. section 19-3-401(1)(a) and (b).
 5. The student will explain the broad scope of the types of persons required to report suspected child abuse or neglect. C.R.S. section 19-3-304(2).
 6. The student will explain what observations or events trigger the duty to report suspected child abuse or neglect, the time within which a report is to be transmitted, which agencies may receive a report, and the possible consequences for making a false report or failing to make a report of suspected child abuse or neglect when legally required. C.R.S. section 19-3-304(1); (3.5) and (4).
 7. The student will define a delinquent act.
 8. The student will explain which court has exclusive original jurisdiction in juvenile delinquency cases. C.R.S. section 19-2.5-103.
 9. The student will identify the types of offenses and cases that are excepted from the exclusive original jurisdiction of the juvenile/district court. C.R.S. section 19-2.5-103.
 10. The student will explain the responsibilities of an officer after taking a juvenile into temporary custody with respect to

notification of the screening team. C.R.S. section 19-2.5-303(1).

11. The student will explain (1) the advisement requirements, (2) the parental, guardian, or attorney presence requirements, and (3) the need to consider whether a responsible adult had an adverse interest to the juvenile during the custodial interrogation of a juvenile. C.R.S. 19-2.5-203.
12. The student will identify the official responsible for preparing and filing a juvenile petition alleging the juvenile committed a delinquent act.
13. The student will describe the legal requirement and reasons for the sight and sound separation of a juvenile from all adult offenders in any custodial situation.
14. Given various fact patterns the student will determine which factors would support a finding that a child is neglected or abused as defined in C.R.S. sections 18-6-401 and the actions to be taken during the initial response. This will include:
 - a. Identification of injuries with a high, moderate, and low specificity for child abuse (including bruising, fractures, burns and other injuries);
 - b. Identification of risk factors and indicators of abusive head trauma (shaken baby syndrome);
 - c. Identification of risk factors and indicators of Sudden Infant Death Syndrome (SIDS);
 - d. Identification of risk factors and indicators of child sexual abuse to include at a minimum 18-3-405, 18-3-405.3, pattern offenses, and 18-6-403.
15. The student will describe the forensic interview process, its importance, and the procedure used to facilitate this through a child advocacy center.
16. The student will describe the basics of caregiver interviews in child abuse cases, to include timelines, who had access to the

child, and description of the mechanism of injury, as well as what to look for on scenes where child abuse is suspected.

17. The student will explain the impact that a child's disability may have on investigating crimes involving the child.

Required Source Material:

Colorado Revised Statutes, Title 19

Colorado Revised Statutes, Title 18

Recommended Source Material:

Child Forensic Interviewing Best Practices.

https://www.google.com/url?client=internal-element-cse&cx=015849196504226064512:1xxn2dbqarg&q=https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/248749.pdf&sa=U&ved=2ahUKEwi0u6z9uqiCAxVSmGoFHQ_oAM4QFnoECAgQAg&usg=AOvVaw2 Js8HSejL P2N62eIm_yGc

River Bridge Regional Center Mountain West SANE Alliance (What is a Forensic Examination?) <https://www.riverbridgerc.org/mwsa/>

Jenny, Carole. (2010). *Child Abuse and Neglect: Diagnosis, Treatment and Evidence*. Elsevier Health Sciences.

D. Controlled Substances Introduction to Marijuana

Required Minimum Hours: 2

General Learning Goal: The student will understand violations of Amendments 64 of the Colorado Constitution (Article XVIII, Section 14- Medical use of marijuana for persons suffering from debilitating medical conditions, and Section 16 - Personal use and regulation of marijuana)

Specific Performance Outcomes:

The student will explain:

1. Medical Use of Marijuana (Amendment 20), including:
 - a. CO Const. Article XVIII, Section 14

- b. Definitions: medical marijuana, the marijuana registry, caregivers, licensed physician, patient
 - c. Amounts: by statute; doctor recommendation, use by minors. Exception from Criminal Law
 - d. Medical use of marijuana for persons suffering from debilitating medical conditions [18-18-406.3 (5)]
 - e. Marijuana Enforcement Division
2. Use and Regulation of Marijuana (Amendment 64), including:
- a. CO Const. Article XVIII, Section 16
 - b. Definitions
 - c. Federal law considerations
 - d. Differences from medical marijuana
 - e. Grows: Medical and recreational safety hazards, what can be grown, and visibility
 - f. Applicable laws
 - (1) Distribution
 - (2) Distribution to minor
 - (3) Cultivation
 - (4) Possession
 - (5) Open use
 - g. Related Issues
 - (1) Edibles
 - (2) Forms of marijuana
 - (3) Black market/transportation and out of state seizures
 - (4) Internet-based distribution
 - (5) Butane extraction
 - (6) Impaired driving

3. **Instructor Qualifications:** The 2-hour section on marijuana

laws, regulations and investigative procedures will be instructed by persons who have successfully completed the “Marijuana Train-the-Trainer” course as designed by POST or have equivalent experience. Equivalence can be satisfied by 3 years in a marijuana enforcement unit or other relevant qualifications, subject to approval by the POST marijuana curriculum manager.

Instructors who do not meet the specific qualifications above may still be approved on a case-by-case basis. The POST marijuana curriculum manager may evaluate potential instructors based on the submission of a resume, CV, or other documentation that demonstrates relevant training, experience, or expertise in the subject matter. Observing the instructor teaching the POST-approved curriculum may be required as part of the approval process, at the discretion of the POST marijuana curriculum manager.

Required Source Material

Colorado Revised Statutes 18-18-101 through 18-18-432

Colorado Peace Officer’s Handbook (Lexus Nexis Publishing)

1 CCR 212-1 Rules regarding the sales, manufacturing, and dispensing of medical marijuana (Colorado Department of Revenue, Marijuana Enforcement Division)

1 CCR 212-2, Permanent rules related to the Colorado retail marijuana code (Colorado Department of Revenue, Marijuana C-21 Return to Table of Contents Enforcement Division)

Colorado Peace Officer’s Statutory Source Book

Colorado Department of Public Health and Environment (CDPHE):
<https://cdphe.colorado.gov/medicalmarijuana>

E. Evidence

Required Minimum Hours: 2

General Learning Goal: The student will have a basic understanding of the fundamental characteristics of admissible evidence, the reasons evidence is excluded, and how officer conduct can affect the admission of evidence.

Specific Performance Outcomes:

1. The student will distinguish between evidence and proof.
2. The student will categorize evidence as direct or circumstantial and recognize that both are acceptable evidence, and neither is necessarily more reliable than the other.
3. The student will describe the basic criteria for admitting evidence; distinguish between evidence that satisfies these criteria and evidence that fails to satisfy these criteria; and will explain how these criteria impact officer conduct and investigation. To be admissible, evidence must be:
 - a. Relevant
 - b. Reliable
 - c. Not unduly prejudicial
 - d. Supported by adequate foundation; and
 - e. Constitutionally obtained
4. The student will identify circumstances, which may cause evidence to be excluded, to include the failure to properly and timely disclose evidence as required by both the U.S. and Colorado Constitutions, Colorado law and Rule 16 of the Colorado Rules of Criminal Procedure, and Brady v. Maryland and its progeny.
5. The student will define hearsay and explain how the hearsay rule applies to the following types of evidence:
 - a. Admissions, confessions and statements of Defendants, Colorado Rule of Evidence 801(d)(2)(A).
 - b. Officer reports, including video and audio material; and
 - c. The hearsay exceptions identified in Rule 803(1) through 803(4).
6. As applicable to peace officers, the student will explain the

requirements and expectations for admitting evidence pursuant to Colorado Rules of Evidence 701, 702 and 703 regarding expert witness testimony; will identify the types of testimony from officers defined as expert testimony by court decisions; and will define the requirements for pre-trial disclosure as set forth in Rule 16, Part I.(d)(3) of the Colorado Rules of Criminal Procedure.

Required Source Material:

Colorado Rules of Evidence

Rule 16, Colorado Rules of Criminal Procedure (Colorado Supreme Court)

Recommended Source Material:

Colorado Peace Officers Legal Source Book, Chapters 11 and 14
(Colorado District Attorney's Council/Colorado Attorney General)

F. Legal Liability

Required Minimum Hours: 4

General Learning Goal: The student will identify criminal charges and civil causes of action that may result from the improper performance of police duties.

Specific Performance Outcomes:

1. The student will explain the difference between civil and criminal liability.
2. The student will provide examples of the following types of civil actions:
 - a. Negligent torts
 - b. Intentional torts
 - c. Constitutional torts
3. The student will examine the provisions of 13-21-131 C.R.S. (Civil action for deprivation of rights) and identify the types of claims

involved and how the actions of a peace officer may affect liability and indemnification.

4. The student will examine the provisions of 24-31-901 through 906 C.R.S. (Law Enforcement Integrity) and explain:
 - a. A peace officer's obligations with respect to incident recordings and the possible consequences for non-compliance with those obligations (24-31-902 C.R.S.);
 - b. The potential effect on a peace officer's P.O.S.T. certification resulting from criminal charges, civil liability, or internal investigations (24-31-904 C.R.S.); and
 - c. The protections afforded whistleblower officers (24-31-906 C.R.S.)
5. The student will identify and provide examples of state and Federal criminal charges that may result from improper police actions.
6. The student will examine the provisions of 18-8-801 to 804 C.R.S. and explain the reporting requirements contained therein.
7. The student will explain the provisions of 18-1-707 (Use of Force by Peace Officers) and 24-31-905 C.R.S. (Prohibited LE Action in Response to Protests).
8. The student will define terms involved in civil lawsuits, specifically:
 - a. Discovery and discovery methods
 - b. Vicarious liability
 - c. Supervisor liability
 - d. Governmental immunity (federal)
 - e. Governmental immunity (Colorado, 24-10-106 C.R.S.)

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 16 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

Colorado Revised Statutes 13-21-131

Colorado Revised Statutes 18-8-801 through 18-8-804

Colorado Revised Statutes 24-10-101 through 24-10-114.5

Colorado Revised Statutes 24-31-901 through 24-31-906 Title VII of the Civil Rights Act of 1964

Title 42 USC section 1983

Title 18 USC Section 241

Title 18 USC Section 242

G. Court Testimony

Required Minimum Hours: 4

General Learning Goal: The student will understand the critical role that clear, complete and credible testimony plays in communicating facts to a judge or jury.

Specific Performance Outcome:

1. The student will cite the importance of reviewing reports, personal notes, relevant training, policy, and other legal authority prior to testimony.
2. The student will recognize the ethical obligation to testify truthfully to the facts regardless of personal or professional bias.
3. The student will provide examples of the courtroom strategies used by prosecuting and defense attorneys and the appropriate responses to those strategies.
4. In a mock court scenario, the student will demonstrate professional courtroom demeanor while testifying in court, to include proper attire, courteous attitude, posture, and courtroom procedures.

Recommendation: The mock court may be scheduled to integrate with Report Writing, Crime Scene Documentation, Traffic Crash Documentation and Major Case Considerations to allow students to testify on their own investigations and reports in multiple contexts.

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 14 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

III. HUMAN RIGHTS AND VICTIM'S RIGHTS

REQUIRED HOURS: 22

A. Victim's Rights

Required Minimum Hours: 2

General Learning Goal: The student will understand the basic rights of victims and the duties of initial responding law enforcement officers as defined by the Victim Rights Act (VRA).

Specific Performance Outcomes:

1. The student will identify the rights of victims of crime set forth in the Colorado Constitution, Amendment 16a.
2. The student will understand the rights of victims of crime set forth in 24-4.1-302.5(1)(a), C.R.S.
3. The student will examine the challenges and barriers to effective participation of victims in the criminal justice system; will describe reasons why victims of crime are afforded legal rights; and will describe benefits to the justice system that accrue when victims' rights are enforced and honored. 24-4.1-301, C.R.S.
4. The student will recognize the benefits of developing relationships with disability advocacy organizations that can assist throughout the investigation.
5. The student will identify the source material that defines a crime for purposes of the Victim Rights Act and demonstrate the ability to determine whether common offenses are defined as VRA crimes. 24-4.1-302(1), C.R.S.

6. The student will understand the definition of “victim”. 24-4.1-302(5), C.R.S.
7. The student will understand the duties of a law enforcement agency as set forth in 24-4.1-303(10)(a), C.R.S.

Required Source Material:

Colorado Revised Statutes 24-4.1-301 through 24.4.1-304 also known as the Victims’ Rights Act.

Colorado Constitutional Amendment Rights of Victims (Amendment 16a)

Colorado Organization for Victims Assistance.

www.coloradocrimevictims.org

B. Domestic Violence Dynamics

Required Minimum Hours: 2

General Learning Goal: The student will have a basic understanding of the dynamics of domestic violence.

Specific Performance Outcomes:

The student will demonstrate an understanding of:

1. Domestic Violence Definitions: 18-6-800.3(1) (domestic violence and (2) (intimate relationship) C.R.S.
2. Domestic Violence Dynamics
 - a. Victim and offender characteristics
 - b. Power and control
 - c. Understanding trauma
 - d. Relationship history
 - e. Risk and lethality factors
 - (1) Sexual violence
 - (2) Strangulation

- (3) Isolation
- (4) Separation
- (5) Threats of suicide
- (6) Weapons
- (7) Escalation
- (8) VPO

3. Protection orders

- a. Relevance and importance of violations of existing protection orders to domestic violence dynamics
- b. Protection order Sources and Options for Victims including and in addition to 18-1-1001 C.R.S. criminal protection orders:
 - (1) Civil [Procedure for permanent civil protection orders (13-14-106)]
 - (2) Emergency Protection Order (13-14-103 C.R.S.)
 - (3) Full faith and credit [Foreign protection orders (13-14-110 C.R.S)]

4. Working effectively with advocates

- a. Law enforcement advocates
- b. Community based advocates
- c. Privilege [Who may not testify without consent (13-90-107 (1)(k) C.R.S.)]
- d. Information, referrals, and support
- e. Department policy

5. Special considerations

- a. Cultural/Religious
- b. Sexual orientation/identification
- c. Drugs and Alcohol
- d. Mental Health

- e. Person with disabilities and special needs
 - f. Children
 - g. Animal abuse
 - h. Elder Abuse
6. Witness intimidation

Required Source Material:

Colorado Revised Statutes 18-6-800.3 through 18-6-803.7

Recommended Source Material:

People v. Disher, 224 P.3d 254 (Colo. 2010) (evidence of a sexual relationship is not required to establish an “intimate relationship” as defined by C.R.S. section 18-6-800.3(2)).

Domestic Violence – A Coordinated Response Through Community Policing [Colorado Coalition Against Domestic Violence (CACDV)] <http://ccadv.org/>
Colorado Peace Officers Handbook, Latest edition. Blue360 Media.

A Typology of Domestic Violence: intimate terrorism, violent resistance, and situational couple violence by Michael P. Johnson

Violence Against Women. Paul Thomas Clements, PhD, RN; Jennifer Pierce-Weeks, RN, SANE-P, SANE-A; Karyn E. Holt, PhD, CNM; A (Publisher: STM Learning, Inc.)

Police and professionals’ views and actions relating to domestic violence and women with intellectual disabilities, Journal of Applied Research in Intellectual Disabilities, Wiley-Blackwell, 2018. provided in Commission toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

C. Bias Motivated Hate Crimes

Required Minimum Hours: 4

General Learning Goal: The student will discuss incidents of ethnic intimidation, hate crimes and responsibilities of peace officers relative to these crimes.

Specific Performance Outcomes:

1. The student will identify the elements and classifications of Bias-Motivated Crimes, 18-9-121 C.R.S.
2. The student will explain the importance of prompt police response to “hate crimes”, to include but not limited to accurate and thorough evidence gathering, report writing, intervention and follow up.
3. The student will explain the dynamics of prejudice, including, but not limited to the:
 - a. Impact of hate crimes upon their victims.
 - b. Meaning and causes of prejudice.
 - c. Relationship between stereotyping and prejudice.
4. The student will discuss the legal provisions and terms pertaining to bias crimes, ethnic intimidation, and civil damages.
5. The student will explain the roles of the officer responding to a hate crime incident.
6. Given fact patterns, the student will determine whether there is sufficient cause to believe that a hate/bias crime has been committed.
7. The student will describe the impact of hate crimes on victims, the victim’s families, and the community.
8. The student will explain that CRS 18-9-111 broadened the definition of a bias-motivated hate crime to include physical, cognitive, or mental disability.

Required Source Material:

Colorado Revised Statutes, 18-9-111

Colorado Revised Statutes, 18-9-121

FBI/U.S. Department of Justice Civil Rights Program,
<https://www.justice.gov/hatecrimes>. Sections 1981,1981a, 1982, 1983.

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

D. Interaction with Special Populations

Required Minimum Hours: 8

General Learning Goal: The student will understand the laws protecting the rights of persons with disabilities in order to serve all individuals to whom the law applies.

Specific Performance Outcomes:

1. The student will explain the protections afforded to persons with disabilities under the Americans with Disabilities Act and why they were needed, including but not limited to providing effective communication and reasonable accommodations for people with disabilities.
2. The student will define disability as defined by the Americans with Disabilities Act. 42 U.S. Code § 12102 - Definition of disability.
3. The student will describe behavior that may be indicative of persons with special needs requiring peace officer intervention. These persons include but are not limited to the mentally ill, the elderly and the physically impaired.
4. The student will identify signs of abuse, neglect, and inadequate care.
5. The student will identify the key provisions that impact law enforcement of the following federal and state laws enacted to protect the rights of persons with disabilities including, but not limited to:
 - a. Americans with Disabilities Act, Title II

- b. Section 504 of the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act regarding “disparate impact.”
 - c. Applicable Colorado Statutes
- 6. The student will recognize indicators that could lead an officer to believe an individual is:
 - a. a danger to self
 - b. dangerous to others
 - c. gravely disabled
- 7. The student will identify specific provisions of the law which apply to persons with disabilities concerning public access and the use of service animals.
- 8. The student will describe the types of safety nets, service providers, and resources to assist persons with disabilities, their families, friends, and caregivers.
- 9. The student will recognize the possible negative impact of a peace officer when interacting with a person with a disability.
- 10. In practical applications, the student will interact with people with disabilities in a variety of commonly encountered situations. Situations will include:
 - a. Auditory disabilities
 - b. Visual disabilities
 - c. Physical disabilities, such as epilepsy
 - d. Intellectual and Developmental Disabilities,
 - e. Cognitive Disabilities, such as dementia, autism, learning disability, or brain injury.
- 11. **Instructor Qualifications:** This course should be instructed by persons with a foundation in issues regarding the disability community.

NOTE: Practical applications may include a panel discussion, videos,

written scenarios, or role play. It is valuable to include role players with lived experience provided this can be done safely and effectively and to include representatives of the disabled community.

Required Source Material:

Americans with Disabilities Act, www.ada.gov

ADA Update: A Primer for State and Local Governments

https://www.ada.gov/regs2010/titleII_2010/title_ii_primer.html#generalnonreq

CRS 24-34-803 Rights of individuals with service animals

Commonly Asked Questions About the Americans with Disabilities Act And Law Enforcement, https://www.ada.gov/q%26a_law.htm

Recommended Source Material:

Ready San Diego First Responder Access & Functional Needs Training Series

<https://www.youtube.com/playlist?list=PLxNmLzgMtRHPPFQ35Z83jvUdFMPmpJDKWh>

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

Disability Law History, <https://disabilitylawco.org/resources/disability-law-history>

Service, Therapy, and Emotional Support Animals, 44 Colo. Law. 69 (July 2015).

E. Interacting with Individuals in Mental Health Crisis

Required Minimum Hours: 4

General Learning Goal: To train peace officers who can identify persons with mental illness and handle situations involving persons in crisis effectively.

Specific Performance Outcomes:

1. The student will identify behaviors of mental illness to aid in responding to mental illness related crises.
2. The student will recognize that, in itself, a mental health crisis or disability is not criminal in nature and that a more lasting solution is to divert those persons away from the criminal justice system.
3. The student will recognize behavioral cues that may make it necessary to isolate, contain, and assess a person in crisis, for their own safety.
4. In a practical application, the student will apply verbal and non-verbal strategies when responding to a person in crisis that may allow for de-escalation of emotion and more successful resolutions.
5. The student will identify people with suicidal or homicidal ideations.

Recommended Source Material:

Mental Health First Aid (MHFA)

American Psychological Association Diagnostic and Statistical Manual of Mental Health Disorders (DSM-5)

National Alliance on Mental Illness (NAMI) Resource Guides National Institute on Mental Illness Brochures/Fact Sheets Crisis Intervention Training

Integrating Communications, Assessment and Tactics (ICAT-Police Executive Research Forum)

Columbia-Suicide Severity Rating Scale (C-SSRS),

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

F. Introduction to Human Trafficking

Required Minimum Hours: 2

General Learning Goal: The student will understand the basics of human trafficking, how to recognize it, and how to investigate and address it from a patrol position.

Specific Performance Outcomes:

1. The student will explain the who, what, where and why of human trafficking,
2. The student will understand Colorado’s criminal definition of human trafficking and reporting requirements.
3. The student will identify the indicators of human trafficking.
4. The student will identify potential evidence that is valuable to document and collect in both sex and labor trafficking cases.
5. The student will understand the importance and methods of developing multi-sector partnerships to address human trafficking cases.

Required Source Material:

This class is delivered online via the Saba learning portal , <https://cdps-external.sabacloud.com>, provided by the Colorado Human Trafficking Council.. An account can be set up by the academy for use by the students. Contact Camerron Resener at CDPS, camerron.resener@state.co.us for assistance.

IV. COMMUNITY INTERACTION

REQUIRED HOURS 4

A. Community Policing

Required Minimum Hours: 2

General Learning Goal: The student will learn about community policing and the necessary elements for implementation of community policing practice and philosophy. The student will recognize community

partnerships as an integral component in community policing and problem solving.

Specific Performance Outcomes:

1. The student will define community policing, identify core components, and evaluate the effectiveness of community policing philosophies and strategies to reduce crime and disorder.
2. The student will analyze roles of the law enforcement organization and the line officer in community policing.
3. The student will identify how to build and sustain productive partnerships with community advocacy organizations and other resources for problem solving.
4. The student will recognize that a community is not a monolith but is comprised of multiple interests and viewpoints that should be considered and respected.
5. The student will recognize that enforcement action is not always necessary or beneficial to solve a community problem.

Recommended Source Material:

Collaboration Toolkit: How to Build, Fix and Sustain Productive Partnerships, Rinehart, Laszlo and Briscoe (U.S. Department of Justice)

Community Policing: A Contemporary Perspective, Bucqueroux and Trojanowicz (Anderson Publishing)

Understanding Community Policing: A Framework for Action (Bureau of Justice Assistance)

Introduction to the Special Issue on policing and the community. Behav. Sci. Law. 2019; 37:633–635. <https://doi.org/10.1002/bsl.2445>, provided in Commission toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

B. Problem Solving/Crime Prevention

Required Minimum Hours: 2

General Learning Goal: The student will learn about problem - oriented policing and how to use a problem-solving model to mitigate the risk of crime in the community.

Specific Performance Outcomes:

1. The student will identify problem solving opportunities for the line officers.
2. The student will apply the crime prevention triangle as a means of problem analysis for recurring problems of crime and disorder and recognize that crime or disorder results when an offender has the ability, opportunity, and a target.
3. The student will discuss strategies for developing effective partnerships between the police and the community in the problem-solving process.
4. The student will recognize that at-risk populations can be more vulnerable to victimization.
5. Given a series of crime opportunities, the student will create a plan to mitigate the risk using risk management strategies and a problem-solving model.

Recommended Source Material:

ASU Center for Problem-Oriented Policing,

<https://popcenter.asu.edu/content/what-pop>

Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers, Eck (U.S. Department of Justice)

Problem Solving Tips – A Guide to Reducing Crime and Disorder Through Problem Solving Partnerships, Schmerler, Perkins, Phillips, Rinehart, Townsend (U.S. Dept. of Justice)
<http://www.cops.usdoj.gov/pdf/e05021544.pdf>

Tackling Crime and Other Public Safety Problems: Case Studies in Problem Solving, Sampson, Rana and Scott (U.S. Dept. of Justice)

V. PATROL PROCEDURES

REQUIRED HOURS: 98

A. Patrol Observation and Perception

Required Minimum Hours: 4

General Learning Goal: The student will analyze and interpret information gathered during patrol operations, differentiate between proactive and reactive patrol, and demonstrate different patrol methods.

Specific Performance Outcomes:

1. The student will differentiate between proactive and reactive patrol and the strengths and weaknesses of each approach.
2. The student will recognize the factors that can affect patrol officer's perception skills.
3. Using case studies or scenario-based exercises, the student will identify various information sources.
4. Using case studies or scenario-based exercises, the student will determine an effective course of action or patrol strategy when encountering suspicious or criminal circumstances during various times of day and week.

Recommended Source Material:

Police Operations Theory and Practice. Latest Edition. Hess, Orthmann, and Cho. (Cengage Learning)

Police Patrol Operations and Management, Hale (Prentice-Hall Publishing), 2003

The Ultimate Guide: Twenty-first century patrol officers tactical field manual; Fountain, 2020

Street Survival II: Tactics for Armed Encounters, Adams, Marcou and Remsberg Calibre Press 2018

The Tactical Edge: Surviving High Risk Patrol, Remsberg, Calibre Press 2018

The President's Task Force on 21st Century Policing, DC Office of Community Policing Services, 2015

B. Officer Survival

Required Minimum Hours: 8

General Learning Goal: The student will understand the mental, physical, and tactical preparations required to survive on the job.

Specific Performance Outcomes:

1. The student will examine the circumstances in which peace officers are killed in order to recognize the elements of police combat confrontations.
2. The student will identify techniques for mental and physical preparation necessary to respond to critical incidents to include:
 - a. Crisis rehearsal
 - b. Positive self-talk
 - c. Physical fitness
 - d. Mental wellness
3. The student will describe an officer's focus of attention by using the awareness spectrum and the triad of tactical thinking.
4. The student will explain the importance of tactical readiness through officer competency and equipment readiness.
 - a. physical conditioning
 - b. emotional/mental health

- c. equipment readiness/competency
5. The student will identify the decision-making process during a use of force.
6. The student will recognize the pre-attack indicators offenders may display prior to an attack on officers.
7. The student will evaluate the “Deadly Errors” and the “Fatal Tendencies” for maintaining officer safety.

Recommended Source Material:

“Annual Report of Law Enforcement Officers Killed & Assaulted”, FBI
www.fbi.gov

Street Survival II: Tactics for Armed Encounters, Remsburg, Marcou, Glennon (Calibre Press) 2018

Tactics for Criminal Patrol, Remsburg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsburg (Calibre Press) 2018

Deadly Force Encounters (Second Edition), Artwohl, Christensen Officer Down Code 3, Brooks (Motorola Teleprograms Inc)

Force Science Institute

C. Pedestrian Contacts

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate the legal and tactical aspects for safely contacting pedestrians while minimizing officer risk.

Specific Performance Outcomes:

1. Using field-based scenarios, the student will demonstrate the ability to legally and safely approach a pedestrian or suspect, including people with disabilities while alone or with another officer.

2. The student will distinguish between consensual, reasonable suspicion detention, and Terry stop and frisk.
3. The student will explain contact and cover roles.
4. The student will effectively communicate with a pedestrian or suspect through the use of field-based scenarios, including but not limited to using a conversational versus commanding tone; asking pertinent identification questions, (i.e., name, date of birth, address, phone number), as well as pointed investigative questions.
5. The student will distinguish between behaviors that can be the result of a disability which might be similar to signs of intoxication, such as inconsistent responses or non-responsiveness to questions, coordination issues, heightened agitation, or inability to focus.
6. During field-based scenarios, the student will recognize signs of deception when in contact with subjects, including but not limited to repeated questions, vague answers, contradictory answers, and provable lies.
7. During field-based scenarios, the student will recognize emotional and physical behavioral warning signs and how to react to them, including but not limited to glances at officer weapon, looking for escape routes, rigid posture, clenched fists, etc.
8. The student will discuss the inherent dangers of foot pursuits, such as tripping, ambush, getting lost, fatigue, etc., and tactics that will reduce the risk of assault during a foot pursuit.
9. The student will demonstrate the proper use of an offensive and defensive posture during role-plays.
10. The student will document the contact in an accurate written report including required demographic information.

Recommendation: Incorporate information from Verbal Communication, ACT, Ethics, and other related courses.

Recommended Source Material:

Police Operations: Theory and Practice, Hess and Wroblewski (Thomson Wadsworth Publishing)

Police Patrol Operations and Management, Hale (Prentice-Hall Publishing)

Tactics for Criminal Patrol, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press) 2018

Street Survival II: Tactics for deadly force encounters, Remsberg, Marcou, and Glennon (Calibre Press) 2018

<https://calibrepress.com/2020/10/more-on-preattack-indicators/>
<https://calibrepress.com/2019/07/10-non-verbals-all-officers-should-be-able-to-recognize-interpret/>

C.R.S. 24-31-903

How to Identify Hidden Disabilities, The Arc's National Center on Criminal Justice and Disability. <https://www.thearcofil.org/national-center-on-criminal-justice-disability/>

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

D. Gangs

Required Minimum Hours: 2

General Learning Goal: The student will develop a basic understanding of modern street gangs, gang prevention and enforcement strategies, officer safety when dealing with gang members or associates, and the means for determining if an individual is a member of a gang.

Specific Performance Outcomes:

1. The student will become familiar with the history of street gangs, how and why they are formed, and the psychological, socioeconomic, and sociological motivators for gang membership.
2. The student will recognize local and national gang paraphernalia, clothing, graffiti, and their meaning.
3. The student will provide strategies for gathering gang intelligence.
4. The student will use several methods for determining gang involvement.
5. The student will describe officer safety tactics when confronting or contacting suspected gang members.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Police Operations: Theory and Practice, Hess and Wroblewski (Thomson Wadsworth Publishing)

E. Vehicle Contacts, Stops and Searches

Required Minimum Hours: 16

General Learning Goal: The student will learn how to conduct unknown risk vehicle contacts, high risk vehicle contacts, unknown risk contacts that turn into high-risk contacts, and how to determine the appropriate tactics for each type of contact. The student will recognize the elements and tactics necessary to conduct a legal, safe, and effective search of a vehicle, including the communication necessary to affect a stop and search.

Specific Performance Outcomes:

1. The student will examine the setup of unknown risk and high-

risk traffic contacts using appropriate tactics and officer safety.

2. The student will determine how the driver communicates/interacts and what methods of communication are most effective, (i.e., adaptive devices, interpreters, etc.).
3. The student will distinguish between behaviors that are the result of a disability which might be confused with indicators of intoxication, such as inconsistent responses or non-responsiveness to questions, coordination issues, heightened agitation, or inability to focus.
4. In practical exercises, the student will demonstrate the ability to change from an unknown risk vehicle contact to a high-risk vehicle contact when circumstances dictate.
5. In practical exercises, the student will select the appropriate tactics and resources to use based upon the environment and circumstances of the contact.
6. The student will explain the requirements and restrictions for a lawful search of a vehicle and seizure of evidence in the following situations:
 - a. with consent
 - b. incident to arrest
 - c. items in plain view
 - d. with a search warrant
 - e. with probable cause
 - f. inventory searches
7. Through field exercises, the student will demonstrate the search of a vehicle using appropriate officer safety considerations to:
 - a. Remove and control occupants
 - b. Systematically examine the vehicle's exterior and interior, identifying common hiding places for contraband

8. The student will document the event in a written report.
9. The student will demonstrate ways to interact with both drivers and passengers with disabilities, including:
 - a. Interacting with someone with an auditory disability during a traffic stop.
 - b. Safely removing a driver or passenger from a vehicle with a physical disability, including both cooperative and uncooperative subjects.
 - c. How to recognize and interact with someone with a cognitive disability.

Required Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Cengage Learning)

Police Operations Theory and Practice. Latest Edition. Hess, Orthmann, and Cho. (Cengage Learning)

Recommended Source Material:

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press) 2018

Tactics for Criminal Patrol, Remsberg (Calibre Press) 2018

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press) 2018

The Ultimate Guide – Twenty First Century Patrol Officers Tactical Field Manual: Skills, Tactics, and Techniques. Fountain. 2020. (Independent Press).

International Association of Chiefs of Police (IACP). Training Key 440: “Police Communications in a Traffic Stop”.

IACP. Training Key 608: “Motor Vehicle Stops and Searches: Brief Summary of Laws”.

IACP. Training Key 527: “Professional Traffic Stops”.

How to Identify Hidden Disabilities, The Arc’s National Center on Criminal Justice and Disability. <https://www.thearcofil.org/arc->

[national-center-on-criminal-justice-disability/](#)

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

F. Building Searches

Required Minimum Hours: 12

General Learning Goal: The student will understand tactics needed to properly, thoroughly, and safely search and clear buildings using all available resources.

Specific Performance Outcomes:

1. In practical applications, the student will demonstrate various building search tactics.
2. Through field exercises, the student will adapt searching techniques to various search scenarios.
3. The student will demonstrate the proper application of various equipment used in building searches.

Recommendation: At least 75% of the class should be performance-oriented skill-building and scenarios using the crawl, walk, run approach. Class time should allow each student to participate in 4-6 repetitions.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthman, and Cho (Cengage Learning)

Police Operations Theory and Practice. Latest Edition. Hess, Orthmann, and Cho. (Cengage Learning)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press) 2018

G. Handling In-Progress Calls

Required Minimum Hours: 8

General Learning Goal: The student will understand the hazards involved with in-progress calls and describe proper procedures in responding to and handling the calls safely.

Specific Performance Outcomes:

1. The student will explain the factors to be considered in responding safely to in-progress calls, including:
 - a. information and intelligence gathering
 - b. response strategy, including route selection
 - c. cover/concealment
 - d. nature of crime
 - e. tactical aspects
 - f. control
 - g. containment
 - h. isolate and neutralize/reduce threats

2. Through scenarios, the student will demonstrate tactical and legal considerations involved in handling in-progress calls.

Recommendation: Incorporate C.R.S. requirements and search and seizure rules such as probable cause, arrest, search, reasonable suspicion, stop and frisk, ethics and de-escalation techniques in the initial discussions and debriefs for the scenarios.

Recommended Source Material:

“Annual Report of Law Enforcement Officers Killed & Assaulted”, FBI www.fbi.gov

Colorado Peace Officer’s Handbook, Latest edition. Blue360 Media.

Street Survival: Tactics for Armed Encounters, Remsberg, Marcou and Glennon (Calibre Press) Latest Edition

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press) 2018

H. Civil Disputes

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate the ability to successfully identify, assess and assist in a non-criminal dispute.

Specific Performance Outcomes:

1. The student will differentiate between criminal matters and civil disputes.
2. The student will demonstrate the officer safety techniques required to safely handle a civil dispute.
3. The student will discuss the practical and legal issues commonly encountered in a civil dispute.
4. The student will define conflict resolution techniques and problem-solving strategies required to successfully handle civil disputes.
5. The student will differentiate between various types of civil disputes and the techniques required to handle each, including:
 - a. landlord-tenant disputes
 - b. liens
 - c. restraining orders
 - d. child custody disputes including where a child is disabled, and one parent can't care for the child
 - e. repossessions
 - f. bail bondsman issues
 - g. disputes regarding disability access and what to do when someone is denied access to a public accommodation (ADA)

Title III)

6. The student will resolve disputes where there is a disabled or elderly person who cannot be removed or who requires a caretaker.

Recommended Source Material:

Colorado Civil Process: Law, Practice and Procedure, Rosenberg,
District Attorneys Council (CDAC)

Police Field Operations, Adams (Prentice-Hall)

Legal Source book chapter 15

I. Crowd Control

Required Minimum Hours: 6

General Learning Goal: The student will demonstrate knowledge of the behavior of crowds and appropriate law enforcement response to large group activities, including lawful assemblies, civil disobedience and large-scale disturbances and riots.

Specific Performance Outcomes:

1. The student will explain the constitutional guarantees governing the rights of citizens to engage in group activities, including lawful demonstrations to include:
 - a. First Amendment rights and limitations related to lawful assembly and freedom of association.
 - b. First Amendment rights and limitations related to types of speech to include threats, fighting words, symbolic speech, and political speech.
 - c. What generally constitutes a traditional public forum?
2. The student will describe the psychological influences on crowds and the warning signals of civil disobedience.
3. The student will explain the tactics and procedures for utilizing

mobile field force to include:

- a. Crowd Dispersal Notifications
 - b. Arrest team utilization
 - c. Protestor devices
4. Through field exercises, the student will demonstrate the tactics required to control an unruly crowd, including crowd control formations.
 5. The student will explain the law and procedural requirements associated with:
 - a. § 24-31-905 C.R.S. – Prohibited law enforcement action in response to protests.
 - b. § 18-9-101 C.R.S. – 108.5

Recommended Source Material:

Colorado Revised Statutes

U.S. Const. Amend I.

Colo. Const. Art. II, Section 10

Police Field Operations, Thomas F. Adams, 8th Edition, Copyright 2014. (Pearson)

Police Operations Theory and Practice, Karen M. Hess, Ph.D., Christine H. Orthmann, Henry Lim 6th Edition, 2014. (Thomson Wadsworth Publishing)

Criminal Intelligence Coordinating Council, Recommendations for First Amendment-Protected Events for State and Local Law Enforcement Agencies (U.S. Department of Justice, 2011)

(<https://bja.ojp.gov/library/publications/recommendations-first-amendment-protected-events-state-and-local-law>)

Crowd Management, Law Enforcement Policy Center April 2019 (International Association of Chiefs of Police)

(<https://www.theiacp.org/resources/policy-center-resource/crowd>)

The First Amendment: Freedom of Speech (Thomson Reuters, 2012)

Feiner v. New York, 340 U.S. 315 (1951).

Cohen v. California, 403 U.S. 15, 20 (1971).

United States v. Cruikshank, 92 U.S. 542, 552 (1876).

Brandenburg v. Ohio, 395 U.S. 444 (1969).

Hess v. Indiana, 414 U.S. 105 (1973).

City of Colo. Springs v. 2354 Inc., 896 P.2d 272 (Colo. 1995).

Trades Council v. Harper Constr. Co., 134 Colo. 469, 307 P.2d 468 (1957).

Hague v. Committee for Industrial Organization, 307 U.S. 496 (1939)

J. Hazardous Materials

Required Minimum Hours: 2

General Learning Goal: The student will recognize a hazardous materials incident and demonstrate understanding of the responsibilities of first responders.

Specific Performance Outcomes:

1. The student will describe the types, classes, and risks of hazardous materials.
2. The student will explain the proper safety tactics for handling a hazardous materials incident.
3. The student will recognize the signs and symptoms of exposure to the dangers of Fentanyl and other controlled substances.

Recommended Source Material:

Emergency Response Guidebook, U.S. Dept. of Transportation

Hazardous Materials Field Guide, Bevelacqua and Stelp (Cengage Learning)

Hazardous Materials: Regulations, Response & Site Operations, Gantt (Cengage Learning)

K. Area Searches and Perimeters

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of how to set up a search perimeter and safely conduct an outside area search.

Specific Performance Outcomes:

1. The student will explain the principles involved in setting up a perimeter and formulating search plans for locating people.
2. Through scenarios, the student will set up perimeters and conduct area searches using appropriate resources, tactics, and officer safety measures.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Police Operations: Theory and Practice, Hess and Wroblewski (Thomas Wadsworth Publishing)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

L. Response to Hostage and Barricaded Subject Incidents

Required Minimum Hours: 2

General Learning Goal: The student will understand the responsibilities of a first responder at a hostage-taking or barricaded subject incident.

Specific Performance Outcomes:

1. The student will describe the process of intelligence-gathering and tactical planning at the incident scene.
2. The student will explain perimeter and containment

responsibilities and the philosophy governing that mission.

3. The student will describe the impact of crisis stress on victims of a hostage situation and their actions in response to law enforcement.

Recommended Source Material:

Never Split the Difference, Chris Boss, 2016

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Cengage Learning)

Police Operations Theory and Practice. Latest Edition. Hess, Orthmann, and Cho. (Cengage Learning)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

FBI Law Enforcement Bulletin 2014/2011,

<https://leb.fbi.gov/2014/march/crisis-or-hostage-negotiation-the-distinction-between-two-important-terms>

<https://leb.fbi.gov/2011/july/police-negotiations-with-war-veterans-seeing-through-the-residual-fog-of-war>

Hostage-Taking and Crisis Negotiations and various other resources, National Tactical Officers Association (NTOA) <http://ntoa.org/>

U.S. Department of Justice: Federal Bureau of Investigation (FBI), Critical Incident Response Group, Crisis Negotiation Unit (CNU) & Hostage Rescue Team (HRT)

U.S. Department of Justice: Federal Bureau of Investigation (FBI), CNU Database, Hostage Barricade Database System (HOBAS)

M. Rapid Emergency Deployment

Required Minimum Hours: 16

General Learning Goal: The student will demonstrate, through practical exercises, an understanding of Rapid Emergency Deployment.

Specific Performance Outcomes:

1. The student will identify the type of incidents that prompted the development of the Rapid Emergency Deployment procedures.
2. The student will explain the concept of Rapid Emergency Deployment and the criteria required for Rapid Emergency Deployment to be implemented and the traits an active harmer may display.
3. The student will demonstrate individual, and team tactics used in Rapid Emergency Deployment to successfully resolve an active harming incident.
4. The student will contrast the type of incidents that could require the application of Rapid Emergency Deployment tactics and those which would not.
5. The student will successfully complete team and single officer response scenario- based training exercises.

Recommendation: At least 75% of the class should be performance-oriented skill-building and scenarios using the crawl, walk, run approach.

Recommended Source Material:

Advanced Law Enforcement Rapid Response Training Center (ALERTT), study 2000-2013 (U.S. Department of Justice, FBI & Texas State University) <http://alertrt.org/>

A Study of Active Shooter Incidents - Nov 2013 (Federal Bureau of Investigation, Critical Response Group) <https://www.fbi.gov/file-repository/active-shooter-study-2000-2013-1.pdf/view>

Remsberg, C., Marcou, D., Glennon, J. *Street Survival II*. Calibre Press Inc. 2018

Blair, J.P., Nichols, T., Burns, D., Curnutt, J.R. *Active Shooter Event and Response*. CRC Press. 2013

Blair, J.P., Martaindale, M.H. *Evaluating Police Tactics: An Empirical Assessment of Room Entry Techniques*. Anderson Publishing. 2014

N. National Incident Management System/ Incident Command System (NIMS/ ICS)

Required Minimum Hours: 4

General Learning Goal: The student will understand the benefit of the National Incident Management System and the Incident Command System as they pertain to the law enforcement role in handling major incidents.

Specific Performance Outcomes:

1. In the classroom, students will individually complete IS-100.C and IS-700.B and take the certification tests.
2. Using the ICS concepts from the online training, the student will describe the common responsibilities of on- scene personnel and the on-scene resources needed to manage a complex incident.
3. The student will apply ICS in at least one functional exercise.

Required Source Material:

IS-100.C: Introduction to the Incident Command System, ICS 100

<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>

IS-700.B: An Introduction to the National Incident Management System

<https://training.fema.gov/is/courseoverview.aspx?code=is-700.b>

Recommended Source Material

IS-200.C: Basic Incident Command System for Initial Response:

National Training Curriculum, National Incident Management System, FEMA-NIMS Resource Center

<https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c>

O. Biohazards Awareness

Required Minimum Hours: 2

General Learning Goal: The student will understand the common biohazards they may encounter in the course of their duties and the

measures to be used to minimize or prevent exposures.

Specific Performance Outcomes:

1. The student will identify common biohazards that may be encountered in the line of duty, such as blood and other bodily fluids, sharps, and hazardous chemicals.
2. The student will recognize the signs and symptoms of exposure to common biohazards and the actions to take if exposed to such substances.
4. In practical applications, the student will demonstrate the appropriate use of basic personal protective equipment (PPE), including gloves, masks, and eye protection, when handling biohazardous materials.
5. The student will demonstrate the proper procedures for disposing of biohazardous waste, such as sharps containers and biohazard bags.
6. In practical applications, the student will make appropriate decisions to protect themselves and others from harm from biohazard that could be encountered on the job.

Recommended Source Material:

Bloodborne Pathogen Standards, OSHA Standards.

<http://www.osha.gov/SLTC/bloodbornepathogens/index.html>

Occupational Safety and Health Administration (OSHA) - Bloodborne Pathogens and Needlestick Prevention:

<https://www.osha.gov/SLTC/bloodbornepathogens/>

National Institute for Occupational Safety and Health (NIOSH)

Fentanyl: Emergency Responders at Risk

<https://www.cdc.gov/niosh/topics/fentanyl/risk.html>

P. Basic Patrol Controlled Substance Identification and

Investigations

Required Minimum Hours: 4

General Learning Goal: The student will understand the basic elements needed when investigating controlled substance violations and be able to identify certain commonly abused controlled substances.

Specific Performance Outcomes:

1. Controlled Substance Offenses (18-18-403.5, 404, 405, 412, 415 and 428).
2. With respect to the Schedules found in Part 2 of the Uniform Controlled Substances Act (18-18-203 through 207 C.R.S.), the student will explain:
 - a. The factors used to determine in which Schedule a particular controlled substance is listed.
 - b. The specific Schedule in which the following controlled substances are listed:
 - (1) Cocaine
 - (2) Fentanyl
 - (3) Heroin
 - (4) Methamphetamine
3. The student will identify common controlled substances, including their classifications, schedule, effects, and potential risks associated with their use. To include but not limited to Methamphetamine, cocaine, Fentanyl, and heroin.
4. The student will participate in patrol-based scenarios to determine the type of controlled substance, weight of the drug, and other evidence present and apply the appropriate charges under Colorado C.R.S.
5. The student will recognize the potential hazards associated with controlled substances, such as the risk of exposure to dangerous chemicals or violent encounters and the safety precautions needed including administering prevention drugs like Narcan/Naloxone

Note: Scenarios should include elements related to controlled substances.

Recommended Source Material:

Colorado Revised Statutes, Controlled Substance Offenses

Drugs of Abuse, A DEA Resource Guide (2020)

[https://www.dea.gov/sites/default/files/2020-](https://www.dea.gov/sites/default/files/2020-04/Drugs%20of%20Abuse%202020-Web%20Version-508%20compliant-4-24-20_0.pdf)

[04/Drugs%20of%20Abuse%202020-Web%20Version-508%20compliant-4-24-20_0.pdf](https://www.dea.gov/sites/default/files/2020-04/Drugs%20of%20Abuse%202020-Web%20Version-508%20compliant-4-24-20_0.pdf)

Q. Domestic Violence Response

Required Minimum Hours: 4

General Learning Goal: The student will understand the legal duties of peace officers during a response to domestic violence incidents and the initial legal consequences of domestic violence charges.

Specific Performance Outcomes:

The student will explain:

1. Duties of peace officers (18-6-803.6 C.R.S.) (moved from III.B.3)
 - a. Probable cause requirement and mandatory arrest provisions (18-6-803.6(1) C.R.S.)
 - b. Evidence collection, documentation, and follow-up (18-6-803.6(4)(a) (I – IV) C.R.S.), including medical release forms
 - c. Predominate aggressor: four prong analysis (18-6-803.6(2) C.R.S.)
 - (1) Any prior complaints of domestic violence
 - (2) The relative severity of the injuries inflicted on each person
 - (3) The likelihood of future injury to each person
 - (4) The possibility that one of the persons acted in self-defense (Consider offensive vs. defensive injuries)
 - d. Dual arrest (18-6-803.6(2) C.R.S.)

- (1) Practical and ethical consequences
 - (2) Legal options when dealing with complaints of domestic violence from two or more opposing persons
 - e. Authorization to transport (18-6-803.6(3) C.R.S.)
 - (1) Shelters and community resources
 - f. Involvement of children (18-6-803.6(4.5) C.R.S.)
 - (1) Requirement to determine whether children were present and include in report
 - (2) Requirement to report child abuse or neglect (19-3-304 C.R.S.)
- 2. Protection orders
 - a. Notice to defendant/restrained party
 - (1) Requirement to establish proper service or actual notice (18-6-803.5(3)(b)(II))
 - (2) Permission language on the protection order
 - b. Mandatory arrest if probable cause established [Crime of violation of a protection order (18-6-803.5(3)(b) C.R.S.)]
- 3. Legal consequences of Domestic Violence charge
 - a. Requirement to appear in court prior to release on bond (18-1-1001(5) C.R.S.)
 - b. Availability of further orders in addition to basic terms of criminal protection order (18-1-1001(3)(a) (I – VI) C.R.S.)
 - c. Firearms prohibition
 - (1) Criminal (18-1-1001 C.R.S.)
 - (2) Civil (13-14-105.5 C.R.S.)
- 4. Interviews
 - a. Separate parties
 - b. Interviews of the victim, children, suspect and witnesses

- c. Evidence based investigation
 - (1) Look for corroborating evidence
 - (2) Identify other witnesses
 - d. Prior incidents
 - (1) Evidence of similar transactions (18-6-801.5 C.R.S.)
 - e. Cultural considerations during the interview
5. Strangulation
- a. Evidence collection, documentation, and follow-up
 - b. Visible and/or non-visible injuries
 - c. Victim interview
 - (1) Questions specific to strangulation
6. Stalking (18-3-602 C.R.S.)
- a. Relevance to Domestic Violence Investigations
 - b. Review definitions and elements of stalking offenses
 - c. Evidence collection, documentation, and follow-up
 - d. Victim interview specific to stalking
 - e. Serious emotional distress
 - (1) Fear, stress and/or changes made by the victim as a result of the offender's conduct
7. Report writing
- a. Documenting the factual basis of the domestic violence
 - b. Documenting whether children may have seen or heard the alleged offense
 - c. Documenting detailed contact information for all parties
8. Officer safety concerns specific to domestic violence calls
- a. Approaching the scene
 - b. Entering
 - c. Stabilizing

- d. Awareness
- e. Arrest

Required Source Material:

Colorado Revised Statutes 18-6-800.3 through 18-6-803.7

VI. TRAFFIC CONTROL

REQUIRED HOURS 50

A. Traffic Code

Required Minimum Hours: 8

General Learning Goal: The student will learn elements of traffic code violations as defined in Title 42 C.R.S.

Specific Performance Outcomes:

1. The student will recognize elements of traffic code violations as defined in 42-2, 3 & 4 C.R.S., specifically:

Article 2 – Drivers’ License

Part 1: Driver’s License

42-2-101 C.R.S.: Licenses for drivers required

42-2-114 C.R.S.: Voluntary disability identifier symbol

42-2-115 C.R.S.: License, permit, or identification card to be exhibited on demand

42-2-119 C.R.S.: Notices – change of address or name

42-2-136 C.R.S.: Unlawful possession or use of license

Part 2: Habitual offenders

42-2-206 C.R.S.: Driving after revocation prohibited

42-2-138 C.R.S.: Driving under restraint – penalty

Part 3: Identification Cards

Part 4: Commercial Drivers Licenses

Article 3 – Registration and Taxation

42-3-103 C.R.S.: Registration required – exemptions

42-3-202 C.R.S.: Number of plates to be attached

42-3-203 C.R.S.: Standardized plate - rules

42-3-124 C.R.S.: Violation– penalty

Article 4 – Regulation of Vehicles and Traffic

Part 1: Traffic Regulations

42-4-107 C.R.S.: Obedience to police officers

42-4-108 C.R.S.: Public officer to obey provisions –
exceptions for emergency vehicles

Part 2: Equipment

Part 6: Signals – Signs – Markings

Part 7: Rights-of-way

Part 8: Pedestrians

Part 9: Turning – Stopping

Part 10: Driving – Overtaking – Passing

Part 11: Speed Regulations

Part 12: Parking

Part 14: Other offenses

Part 15: Motorcycles

Part 16: Accidents and accident reports

42-4-1601 C.R.S.: Accidents involving death or personal
injuries – duties

42-4-1602 C.R.S.: Accident involving damage – duty

42-4-1603 C.R.S.: Duty to give notice, information, and
aid

42-4-1604 C.R.S.: Duty upon striking unattended vehicle
or other property

42-4-1605 C.R.S.: Duty upon striking highway fixtures or traffic control devices

42-4-1606 C.R.S.: Duty to report accidents

42-4-1607 C.R.S.: When driver unable to give notice or make written report

Part 19: School bus Requirements

42-4-1903.S.: School buses-stops-signs-passing

2. The student will recognize the purpose of the model traffic code, as adopted by local governments.

Required Source Material:

Colorado Revised Statutes, Title 42, Articles 2, 3, and 4

B. Traffic Direction

Required Minimum Hours: 2

General Learning Goal: The student will learn vehicle and pedestrian traffic direction and regulation.

Specific Performance Outcomes:

1. The student will explain the motor vehicle law governing traffic direction.
2. The student will select proper positioning to maximize visibility while minimizing hazards to the officer.
3. The student will recognize the correct methods of giving the basic traffic direction signals of stop, start, and turn in both daytime and nighttime conditions.
4. The student will actively participate in a mock traffic direction scenario(s) or actual traffic direction, for a minimum of 15 minutes as an individual and 10 minutes as a team.

C. Traffic Crash Documentation

Required Minimum Hours: 16

General Learning Goal: The student will properly document a crash using the state approved forms.

Specific Performance Outcomes:

1. The student will explain the guidelines regulating the use of the Colorado Department of Revenue Form DR3447.
2. The student will define Traffic Crash.
3. The student will cite specific examples of when to use and when not to use a DR3447 to document a traffic crash.
4. The student will complete a DR3447 for a property damage or injury crash involving non-commercial vehicles.
5. The student will recognize the proper meaning of area of impact, cataclysm, commercial motor vehicle, controlled access highway, crosswalk, driveway access, non-collision fire, first harmful event, gore, highway interchange, intersection, motor vehicle, non-contact vehicle, non-vehicle, pedestrian, person, private property, road, roadway, traffic unit, and traffic way.
6. The student will recognize the proper meaning of the injury classifications listed on the DR3447.
7. The student will identify the crash scene perimeter and area of impact.
8. The student will choose those things that can be used to identify the area of impact, final vehicle position, and vehicle path of travel.
9. The student will complete a crash diagram, which will document the area of impact, vehicle path of travel, any path of difficulty,

debris, roadway, and traffic control devices.

10. The student will measure the area of impact and all paths of difficulty.

Recommended Source Material:

Manual on Classification of Motor Vehicle Traffic Accidents, American National Standards Institute, Inc. (ANSI)

<https://crashstats.nhtsa.dot.gov/>

Investigating Officer's Traffic Accident Report Manual, Colorado Department of Revenue

D. Standard Field Sobriety Testing and D.U.I. Enforcement
Required Minimum Hours: 24

General Learning Goals: The fundamental purpose of this training course is to foster DUI deterrence, (i.e., to dissuade people from driving while impaired by increasing the odds that they will be arrested and convicted). This training will help officers become more skillful at detection and description, make more DUI arrests, and obtain more convictions. These actions will lead to greater DUI deterrence through less impaired driving and fewer crashes, injuries, and deaths.

Specific Performance Outcomes:

Participants will learn to:

1. The student will recognize driving behaviors and other indicators commonly exhibited by impaired drivers.
2. The student will become better detectors and better describers by improving their knowledge, attitudes, and skills in detecting impaired drivers and articulating their observations.
3. The student will develop a better understanding of the tasks and decisions involved in the DUI detection process.
4. The student will recognize the magnitude and scope of DUI-

related crashes, injuries, deaths and property loss, and other social aspects of the DUI problem.

5. The student will understand the deterrent effects of DUI enforcement.
6. The student will know and recognize typical clues of alcohol impairment that may be detected during face-to-face contact with DUI suspects.
7. The student will know and perform the appropriate administrative procedures for the divided attention psychophysical tests.
8. The student will know and perform appropriate administrative procedures for the horizontal gaze nystagmus test.
9. The student will know and recognize typical clues of alcohol impairment that may be seen during administration of the SFSTs.
10. The student will understand the DUI prosecution requirements and their relevance to DUI arrest reporting.

Instructor Qualifications: SFST practitioner training must be taught by SFST instructors that meet all requirements of the State of Colorado Standards for the Standard Field Sobriety Instructor Testing (SFST) Program.

Required Source Material:

Colorado Revised Statutes, Title 42

Colorado Standards for the SFST program

[http://www.coloradodot.info/programs/alcohol-and-impaired-driving/documents/Field Sobriety test standards.pdf](http://www.coloradodot.info/programs/alcohol-and-impaired-driving/documents/Field_Sobriety_test_standards.pdf)

NHTSA 24hr SFST Student Manual

<http://www.coloradodot.info/programs/alcohol-and-impaired-driving/law-enforcement/sfsttraining.html>

VII. INVESTIGATIVE PROCEDURES

REQUIRED HOURS 46

A. Preliminary Investigations

Required Minimum Hours: 6

General Learning Goal: The student will understand procedures for responding to a basic call for service, conducting an initial investigation, interviewing victims, witnesses, and suspects, and planning a follow up investigation.

Specific Performance Outcomes:

1. The student will analyze the factors that can distort the accuracy of initial reports received before arriving at a scene and how these distortions can impact their response strategy.
2. As the initial peace officer arriving on scene, the student will determine the following:
 - a. Whether a crime has been committed, and if so, what type of crime.
 - b. Identification of the people on-scene and their role in the incident.
 - c. Sources of information, which would aid in identifying and locating suspects or witnesses to include but not limited to:
 - (1) Contacts of people in the area
 - (2) Field Show-ups (CRS 16-1-110)
 - (3) Booking-Photos.
 - (4) Photo array
 - (5) Modus operandi
 - (6) Police and other agency files and databases such as NCIC/CCIC
 - d. The immediate action to be taken and what notifications should be made.

- e The procedures necessary to establish a crime scene perimeter to protect the primary and any secondary scenes.
 - f. The procedures necessary to locate and isolate witnesses, including conducting a neighborhood canvass and locating any available video.
3. In multiple practical applications, the student will demonstrate/describe the proper procedures when responding for a basic call for service, including but not limited to controlling the scene, identifying key witnesses, victims and suspects, and items of evidence.

Recommendation: The class should be taught in the later third of the academy and should primarily be taught as practical applications that integrate previous course content and may include a brief review of Legal Issues of Eyewitness Identification (II.2.a.4)

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Police Field Operations, Adams (Prentice-Hall) Latest Edition

Colorado Peace Officer's Legal Source Book, Chapter 10 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

B. Crime Scene Investigation and Evidence Collection

Required Minimum Hours: 20

General Learning Goal: The student will recognize how to process a crime scene through accurate photography and evidence collection. The student will understand the different types of physical evidence, how to locate evidence and demonstrate effective procedures for its collection and preservation.

Specific Performance Outcomes:

1. The student will identify basic search techniques to discover

relevant evidence both in an indoor and outdoor setting.

2. The student will demonstrate basic crime scene photography techniques, to include the three views of the crime scene and camera positions.
3. The student will demonstrate basic crime scene note taking techniques, to include recorded narrative; detailed sequence of events; and evidence handling documentation.
4. The student will understand the types of physical evidence that can be recovered from a crime scene and be able to locate a resource on how to properly collect and preserve the evidence for analysis.
5. The student will demonstrate effective methods and techniques for collecting evidence, including but not limited to:
 - a. Maintaining admissibility through chain of custody by properly packaging, marking and documenting collected evidence
 - b. Locating, dusting, photographing, and lifting latent fingerprints.
 - c. Locating, photographing, and collecting suspected bodily fluids.
 - d. Locating, photographing, and collecting other physical evidentiary items to include clothes, weapons, and suspected narcotics.
6. The student will describe and/or demonstrate proper collection and retention techniques, practices, and protocols for evidence that may contain Biological or DNA evidence, including but not limited to:
 - a. Additional handling requirements due to increase sensitivity of DNA evidence
 - b. Sources, locations, and limitations of DNA evidence
 - c. The importance of elimination and reference samples

- d. The role that the Combined DNA Index System (CODIS) has in criminal investigations and how it is used to solve crimes
7. Given a minimum of two crime scenes, the student will demonstrate investigative techniques, search the scene for pertinent evidence for that specific crime, photograph and sketch the scene, collect evidence, and prepare a written report.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Guidelines for the Documentation, Collection and Preservation of Evidence, Arndt (Colorado Bureau of Investigation)

C. Sexual Assault

Required Minimum Hours: 6

General Learning Goal: The student will understand the complicated dynamics of sexual assault and be prepared to professionally respond to, and investigate, sexual offenses.

Specific Performance Outcomes:

1. The student will discuss:
 - a. Patrol response to Sexual Assault Calls
 - b. Societal influence on Sexual Assault investigations
 - c. Assaults on persons with a disability
 - d. Consent
 - e. Offender Behavior
 - f. Victim Trauma
 - g. Working effectively with Victim Advocates
 - h. Victim Interview
 - i. Evidence Collection
 - j. Forensic Medical Examinations

- k. Drug Facilitated Sexual Assault
 - l. Suspect Interview
 - m. Follow-up Investigation Considerations
 - n. Rural Considerations (When Applicable)
2. Using victim and sexual assault dynamics, the student will distinguish between recantations, reports that lack sufficient evidence for prosecution, and actual false reports and recognize the need for corroboration.
 3. The student will recognize that a cognitive or intellectual disability may prevent a knowing consent.

Required Source Material:

Colorado Revised Statutes

Recommended Source Material:

Colorado Coalition Against Sexual Assault (CCASA), Colorado Reporting Options <http://www.ccasa.org/>

End Violence Against Women International, <http://www.evawintl.org/>

Sexual Assault Investigative Guidelines, [International Association of Chiefs of Police (IACP)]

Sexual Assault Supplemental report form, [International Association of Chiefs of Police (IACP)] <http://www.theiacp.org>

www.ojjdp.ojp.gov. *Child Forensic Interviewing Best Practices*

River Bridge Regional Center Mountain West SANE Alliance (What is a Forensic Examination?) <https://www.riverbridgerc.org/mwsa/>

Trauma Response: Dr. Rebecca Campbell, The Neurobiology of Sexual Assault (there are three parts, this is part 1/3:

<https://www.youtube.com/watch?v=khUfN58RUo8>)

D. Major Case Considerations

Required Minimum Hours: 6

General Learning Goal: The student will understand the procedures

for conducting a basic investigation of a major case.

Specific Performance Outcomes:

1. The student will describe basic investigative techniques to be followed at the scene of a major case, including but not limited to:
 - a. Robbery
 - b. Assault
 - c. Death investigations
 - d. Burglary
 - e. Computer related crime
 - f. Arson
 - g. Missing and Murdered Indigenous Relatives

2. The student will explain the need for sensitivity to the feelings of victims, survivors, and witnesses at a major crime scene.

Required Source Material

POST MMIR Instructor Guide 319.1 Resources (Peace Officer Standards and Training)

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthman, and Cho (Centage Learning)

SIDS and SUID, Centers for Disease Control and Prevention (Dept. of Health and Human Services)

E. Investigative Procedures Capstone

Required Minimum Hours: 8

The intent of this class is to be a capstone course for the basic investigative curriculum. The ideal class should incorporate active learning of instructional content from the Investigative and Patrol Procedures sections of the POST Curriculum. The Investigative

Procedures Capstone should focus on applying investigative techniques related to, but not limited to, the following or similar crimes:

1. Robbery
2. Assault
3. Death Investigations
4. Burglary
5. Arson
6. Missing and Murdered Indigenous Relatives

An ideal course should include mock crime scenes and/or in-depth case studies. These should include substantial evaluation by written test, performance rubric or other means; the collection and processing of evidence; investigative interviews; and written reports detailing the student's investigation and establishing probable cause.

Recommendation: Use the written reports generated in the mock-crime scenes as a foundation for mock court in the Court Testimony course.

VIII. COMMUNICATIONS

REQUIRED HOURS 34

A. Report Writing

Required Minimum Hours: 24

General Learning Goal: The student will understand the basic requirements of written communication in law enforcement.

Specific Performance Outcomes:

1. The student will explain the value of note taking and techniques crucial to writing complete and accurate reports.
2. The student will define the characteristics of effective law enforcement written communication.

3. The student will write clear, complete, concise, and grammatically correct reports on a variety of incidents.
4. The student will write a clear, complete, concise, and grammatically correct arrest affidavit, affidavit in application for a search warrant, and affidavit in support of warrantless arrests.
5. The student will observe scenario situations and transfer their observations into an accurate written format.

Recommendation: Schedule class in four six-hour blocks spaced throughout the academy to incorporate other courses' activities and exercises as material for reports. Requires coordination with other instructors.

Recommended Source Material:

Report Writing for Law Enforcement (Joseph N. Davis, LawTech Publishing Co., Ltd, January 15, 1998)

B. Verbal Communication Techniques

Required Minimum Hours: 8

General Learning Goal: The student will understand effective communication techniques for interacting with people in multiple contexts and with various emotional states and disabilities.

Specific Performance Outcomes:

1. The student will discuss effective techniques for communicating with individuals or groups and the differences between the two.
2. The student will explain how a traumatic experience can adversely impact a person's ability to clearly communicate.
3. The student will use effective techniques for defusing conflict and stress using interpersonal communication in reality-based training.

4. The student will describe the various communication considerations when dealing with diverse populations.
5. The student will describe adaptive verbal and non-verbal de-escalation strategies for people disabilities, including recognizing the need for sign language, interpreters, and interactive communication devices, for example a cell phone.

Recommended Source Material:

Crisis Intervention—Contemporary Issue for On-site Interveners, Dr. Hendricks (Thomas Publishers)

Verbal Judo: The Gentle Art of Persuasion, Dr. Thompson (Quill)

Communicating with People Who are Deaf or Hard of Hearing: ADA Guide for Law Enforcement Officers,
<https://www.ada.gov/lawenfcomm.htm>

First Responder Tips for interacting with people with dementia,
dementiatogether.org

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

C. Leadership

Required Minimum Hours: 2

General Learning Goal: The student will gain a foundational understanding of leadership principles within the law enforcement profession, recognizing the importance of effective leadership and followership in achieving organizational goals and public safety.

Specific Performance Outcomes:

1. The student will explain the significance of leadership in law enforcement, discussing how effective leadership impacts team performance and community relations.
2. The student will identify the traits and behaviors desirable in both leaders and followers, understanding how these characteristics

contribute to successful law enforcement operations.

3. The student will describe what people look for in a leader, analyzing how these traits influence leadership effectiveness.
4. The student will evaluate leadership roles within law enforcement contexts, comparing their advantages and potential challenges in different situations.
5. The student will determine the type of leader they aspire to be or prefer to follow, aligning their personal values with professional leadership principles.

Note: The student will be assessed at several points in the academy on their ability to demonstrate leadership in a scenario and to follow directions as a team member to carry out an objective.

IX. WELLNESS TRAINING PROGRAM

REQUIRED HOURS: 30

A. Introduction to Wellness

Required Minimum Hours: 2

General Learning Goal: The students will understand why wellness is an integral component of the law enforcement profession, and the necessity of being in good physical condition.

Specific Performance Outcomes:

1. The student will recognize the impact that police work has on a healthy lifestyle.
2. The student will understand diet's impact on wellness.
3. The student will understand the importance of flexibility and the need for stretching as part of a workout routine.
4. The student will understand the importance of good body mechanics to avoid injury during a workout.

5. The student will know what percent of body fat is acceptable (by health standards).

Recommended Source Material:

Cooper Institute Aerobics Program for Total Well Being, Cooper (Bantam Books)

Physical Fitness Assessments and Norms (Cooper Institute)

B. Wellness Lab

Required Minimum Hours: 24

General Learning Goal: The students will be introduced to stretching, resistance, aerobic, and anaerobic fitness training regimens.

Specific Performance Outcomes:

1. The wellness lab will be supervised by an Academy Instructor, and each session will begin with a stretching and warm-up phase. Training should be broken into 1-hour increments, and each increment will consist of one of the following training sessions:
 - a. Resistance training such as CrossFit, weight training, or swimming
 - b. Aerobic exercise such as jogging, biking, or swimming
 - c. Anaerobic exercise such as sprints or interval training

NOTE: Lab training will consist of a variety of resistance, aerobic, and anaerobic training, not to exclude any of the before mentioned forms of fitness.

C. Stress Management

Required Minimum Hours: 4

General Learning Goal: The student will learn strategies to recognize human responses to stress and apply techniques to manage stress that

will assist in making decisions in stressful situations.

Specific Performance Outcomes:

1. The student will describe the emotional/psychological and physical responses to stress and how they may interfere with a peace officer's performance including decision-making.
2. The student will discuss how stress reduction and communication techniques will enhance family and work-related relationships.
3. The student will identify strategies for managing acute and chronic stress.
4. The student will describe how decision-making is impacted by stress.

NOTE: Ethical Decision Making Under Stress (EDMUS), a POST Provided Course fulfills these outcomes should an academy prefer to use that course in lieu of developing their own. If EDMUS is used, all days are required.

Recommended Source Material Only:

Ethical Decision Making Under Stress, Colorado Department of Law, Latest Version, Bondaries, Blum Schaefer & Wilson, Fall 2022 / Winter 2023

Emotional Survival for Law Enforcement, Gilmartin (E-S Press)

Managing Police Stress, Ford (The Management Advantage) Police Field Operations, Adams (Prentice-Hall Publishing)

Trauma Recovery Handbook: A Recovery Guide for Yourself, Your Colleagues, and Those You Love, Slover & Tasci (Debra Tasci)

X. TACTICAL/OPERATIONAL MEDICINE

A. Tactical Casualty Care - Lecture

Required Minimum Hours - Lecture: 4

General Learning Goal: Students will learn to apply life-saving medical aid to themselves and others in different situations they may encounter during their career. This course focuses on tactical situations, such as an active shooter/harmer event, as well as more common operational situations where medical care may be needed, such as traffic crashes or assaults.

NOTE: No advanced, invasive medical interventions (e.g., needle decompression, cricothyroidotomy/surgical airway, etc.) should be taught in the Basic Academy Training. Any basic life support (BLS) skill such as nasopharyngeal airway may be taught if the Academy/Agency understands and assumes all risk and liability in training and potential deployment in the field.

Specific Performance Outcomes:

1. Students will recognize when they have a duty to render medical aid per CRS 18-1-707(2)(c).
2. Students will identify and evaluate the different types of settings where medical care may be required:
 - a. Tactical
 - b. Operational
3. The student will distinguish between the Phases of Care:
 - a. Direct threat/hot zone
 - b. Indirect threat care/warm zone
 - c. Evacuation care/cold zone
4. Students will learn to apply the M.A.R.C.H. acronym as a form of rapid assessment in both tactical and operational settings
 - a. Mass hemorrhage/exsanguination

- (1) Tourniquets/direct pressure
 - b. **Airway**
 - (1) Simple airway maneuvers/Head Tilt-Chin Lift/Recovery Position
 - c. **Respirations**
 - (1) Promote Breathing/Sit Up/Chest Seals
 - d. **Circulation**
 - (1) Non-life-Threatening Bleeding Control
 - e. **Hypothermia/head injury**
 - (1) Hypothermia Prevention > Warming
5. The student will describe the progressive strategy for controlling hemorrhage (PACE)
 - a. Primary – tourniquet
 - b. Alternative – Direct Pressure
 - c. Contingency – Wound packing
 - d. Emergency – Manual pressure until transported to definitive care
 6. The student will describe when specific airway control techniques should or should not be used.
 - a. Protecting own airway
 - b. Head tilt/chin lift (NOT in tactical setting)
 - c. Jaw thrust (NOT in tactical setting)
 - d. Recovery position (Best in tactical setting)
 7. The student will describe recognition and management of an open, sucking chest wound including the clinical presentation and management of a tension pneumothorax.
 8. Students will describe the tactically relevant indicators of shock and treatment for hypothermia
 - a. Decreased level of consciousness

- b. Abnormal distal pulse (weak or absent) – pale, cool, sweaty skin
- 9. Students will learn best practices in using carries and drags for emergent evacuation of the wounded.
- 10. Students will learn how to use a remote medical assessment in tactical and operational settings where they cannot readily access the wounded.

NOTE: Throughout lecture and following instruction on tourniquet application, instructors will insert tourniquet drills through verbal or visual stimulus, where students must “get off the x,” find cover, and properly apply a tourniquet to themselves or others within 30 seconds.

Recommended Source Material:

Pre-Hospital Trauma Life Support, National Association of Emergency Medical Technicians (Jones & Bartlett Learning)

<http://www.jblearning.com/catalog/9781284041736/>

Pre-hospital Trauma Life Support – Military Edition, National Association of Emergency Medical Technicians (Jones & Bartlett Learning) <http://www.jblearning.com/catalog/9781284041750/>

Tactical Emergency Casualty Care (latest edition), National Association of Emergency Medical Technicians (Jones & Bartlett Learning)

<https://www.psglearning.com/catalog/productdetails/9781284483871>

B. Skills Stations and Scenario Based Training

Required Minimum Hours – Skills Stations: 2

Required Minimum Hours – Scenario-Based Training: 6

General Learning Goal: To apply the medical knowledge and skills taught during the didactic session in a series of case scenarios of gradually increasing complexity and stress.

Specific Performance Outcomes:

1. Students will complete the following skills stations:
 - a. Rapid trauma assessment using MARCH
 - b. Bleeding control by tourniquet and wound packing
 - c. Airway positioning
 - d. Occlusive dressings
 - e. Drags and carries
 - f. Remote medical assessment

2. The student will take part in a minimum of one (1) scenario designed to reinforce self-aid principles of getting off the x, finding cover and properly managing an extremity wound.

3. The student will take part in a minimum of three (3) scenarios designed to simulate actual situations in which medical care will be performed and will demonstrate all skills taught. These scenarios should involve role players with simulated wounds and bleeding and distractions such as noise, smoke, and impaired vision, etc. all of which combine to enhance the skills application experience. Scenarios should reinforce the differences between tactical and operational settings.

C. Instructor Ratio(s):

Lecture: No ratio limit.

Skills Stations and Scenarios: There must be at least two (2) instructors for any skills station or scenario-based training session involving treatment of others. For self-care scenarios, there must be at least one instructor for every one student (1:1) in the scenario.

D. Instructor Qualifications:

Minimum –successful completion of one of the following courses: TCCC-ASM, TCCC, TECC, or TECC-LEO, or equivalent.

Preferred – law enforcement officer with EMT or paramedic certification; firefighter with EMT or paramedic certification; EMT or paramedic; National Association of Emergency Medical Technicians

(NAEMT) certified instructor of all levels of TCCC (TCCC-ASM, TCCC, TECC, TECC-LEO)

Recommended Source Material:

Pre-Hospital Trauma Life Support, National Association of Emergency Medical Technicians (Jones & Bartlett Learning)
<http://www.jblearning.com/catalog/9781284041736/>

Pre-hospital Trauma Life Support – Military Edition, National Association of Emergency Medical Technicians (Jones & Bartlett Learning) <http://www.jblearning.com/catalog/9781284041750/>

Tactical Emergency Casualty Care (latest edition), National Association of Emergency Medical Technicians (Jones & Bartlett Learning)
<https://www.psglearning.com/catalog/productdetails/9781284483871>

Pre-Hospital Trauma Life Support for First Responders Course Manual (latest edition), National Association of Emergency Medical Technicians (Jones & Bartlett Learning)
<https://www.psglearning.com/catalog/productdetails/9781284180626>

RESERVE ACADEMIC TRAINING PROGRAM
Effective January 1, 2025

MINIMUM REQUIRED HOURS

Academic	120
Arrest Control	62
Firearms	72
TOTAL	254

Driving (optional)	44
TOTAL with Driving	298

I. INTRODUCTION TO CRIMINAL JUSTICE SYSTEM

REQUIRED HOURS: 7

A. Authority of the Colorado Reserve Officer

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate an understanding of the statutory authority of a Colorado reserve peace officer.

Specific Performance Outcomes:

1. The student will describe the provisions of § 16-2.5-110 (1) C.R.S., which designates authority and training for duties, as well as its limits, while functioning as a Colorado reserve peace officer.
2. The student will explain the statutory provisions of "direct supervision" and "express direction" pursuant to 16-2.5-110(6)(a)(b) C.R.S.
3. The student will explain how the "Colorado Governmental Immunity Act", 24-10-4(a) and 24-10-106 C.R.S., applies to reserve officers as volunteers.

Required Source Material:

Colorado Revised Statutes, 16-2.5-110 et seq.

B. Judicial Process

Required Minimum Hours: 2

General Learning Goal: The student will learn the organization and operation of the judicial process as it relates to an entry level law enforcement officer.

Specific Performance Outcomes:

1. The student will examine the purposes of the criminal justice system:
 - a. Guarantee due process and equal justice through application of laws (LE/courts)
 - b. Reduce crime, fear of crime, and public disorder (LE)
 - c. Protect life and property (LE)
 - d. Enforce laws (LE)
 - e. Protect the community from individuals who have committed crimes (Corrections)
2. The student will distinguish between the three components of the criminal justice system.
 - a. Law Enforcement
 - b. Courts (prosecution and adjudication)
 - c. Corrections
3. The student will explain the primary responsibilities of the following:
 - a. Federal supreme, appellate, and district courts
 - b. State supreme, appeals, and district courts
 - c. County and municipal courts
 - d. Attorneys-prosecuting and defense, public defenders
4. The student will define the steps in the judicial process from arrest to trial, as well as the steps in a trial and possible dispositions.
5. The student will explain the role of discretion at the law enforcement officer's level and the impact discretion has on the individual person as well as on the caseload for the overall

criminal justice system.

Required Source Material:

Colorado Peace Officer's Legal Source Book, Section 12 (Colorado District Attorney's Council/Colorado Attorney General)

Colorado Revised Statutes Title 16, Articles 2,3,4, and 5 Criminal Justice, Fagin (Prentice Hall)

Recommended Source Material:

Colorado Courts at a Glance, www.cobar.org

Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing)

Introduction to Criminal Justice, Siegel and Worrall (Cengage Learning)

C. Law Enforcement Ethics and Anti-Bias Policing

Required Minimum Hours: 4

General Learning Goal: The student will understand the importance of professional, ethical, and unbiased conduct to the officer, the department and the community.

Specific Performance Outcomes:

1. The student will identify the ethical expectations of a peace officer as they relate to the following groups:
 - a. Community
 - b. Victim, witnesses, suspect
 - c. Department
 - d. Governmental agencies
 - e. Fellow officers
2. The student will describe the importance of ethical conduct as it relates to the restrictions on accessing and releasing criminal justice information and associated penalties concerning the NCIC/CCIC system.
3. Using the Law Enforcement Code of Ethics, the student will

analyze situations that may be encountered on the job that present conflicting values when exercising their authority as officers.

4. The student will identify the characteristics of an ethical officer.
5. The student will describe the consequences of unethical/unprofessional conduct to the peace officer, department, and community.
6. The student will explain why an officer should respond to a co-worker's unprofessional conduct to include the duty to report excessive use of force and the duty to intervene.
7. The student will summarize the impact of the landmark case decision in *Brady v Maryland* (1973) on law enforcement and the consequences of failure to comply with these duties and requirements.
8. The student will define:
 - a. Diversity
 - b. Stereotype
 - c. Prejudice
 - d. Discrimination
9. The student will identify personal, professional, and organizational benefits of valuing diversity within the community and law enforcement.
10. The student will discuss situations illustrating the intersection of race, gender, and disability, and their impact on law enforcement.
11. The student will examine cultural biases and beliefs regarding people with disabilities.

Recommended Source Material:

Arresting Police Video, Included in the “POST Anti-Bias Train the Trainer” materials

Case Studies – Facilitation Format

- a. Being in the Wrong Neighborhood
- b. Driving the Wrong Car

c. Suspicious Car

Character and Cops: Ethics in Policing, Delattre (American Enterprise Inc. Press)

Police Ethics, The Corruption of a Noble Cause, Crank and Caldero (Lexis Publishing), latest edition

State of Colorado Demographics – U.S. Census
<http://www.census.gov/quickfacts/table/PST045215/08>

CBI-Misuse of CCIC Data Handout, FACs and PowerPoint (Colorado Bureau of Investigation)

CCIC Training Manual (Colorado Bureau of Investigation)

Driving While Black, Included in the “POST Anti-Bias Train the Trainer” materials

Police Ethics: The Corruption of Noble Cause, Crank and Caldero (Lexis Publishing), latest edition

State of Colorado Demographics – U.S. Census
<http://www.census.gov/quickfacts/table/PST045215/08>

Americans with Disabilities Act. 42 U.S. Code § 12102 - Definition of disability

Improving Police Interactions with People with Disabilities
<https://www.aapd.com/improving-police-interactions-with-people-with-disabilities/>

Media Coverage of Law Enforcement Use of Force and Disability,
https://rudermanfoundation.org/white_papers/media-coverage-of-law-enforcement-use-of-force-and-disability/

Think Change Talks: Breaking the Barrier of Disability Bias,
<https://thinkchange.training/disability-bias/>

Think Change Talks: Breaking the Barrier of Disability Bias Discussion Guide, <https://www.flipsnack.com/thinkchange/breaking-the-barrier-of-disability-talks-discussion-guide/full-view.html>

Think Change Talks: The Intersection of Race and Disability,
<https://thinkchange.training/intersection-race-disability/>

II. BASIC LAW

REQUIRED HOURS: 42

A. Basic Constitutional Principles

Required Minimum Hours: 2

Specific Performance Outcomes:

1. The student will explain the historical context and foundations of the U.S. Constitution and the purpose of the Bill of Rights.
2. The student will identify the rights and guarantees found in the following Amendments to the U.S. Constitution:
 - a. First Amendment
 - b. Fourth Amendment
 - c. Fifth Amendment
 - d. Sixth Amendment
 - e. Eighth Amendment
 - f. Fourteenth Amendment
3. The student will compare the freedoms and rights afforded to individuals under the Colorado State Constitution and Amendments to the U.S. Constitution identified above.

Required Source Material:

United States Constitution, including Amendments
Colorado State Constitution, including Amendments

B. Evidence

Required Minimum Hours: 2

General Learning Goal: The student will have a basic understanding of the fundamental characteristics of admissible evidence, the reasons evidence is excluded, and how officer conduct can affect the admission of evidence.

Specific Performance Outcomes:

1. The student will distinguish between evidence and proof.

2. The student will categorize evidence as direct or circumstantial and recognize that both are acceptable evidence, and neither is necessarily more reliable than the other.
3. The student will describe the basic criteria for admitting evidence; will distinguish between evidence that satisfies these criteria and evidence that fails to satisfy these criteria; and will explain how these criteria impact officer conduct and investigation. To be admissible, evidence must be:
 - a. Relevant
 - b. Reliable
 - c. Not unduly prejudicial
 - d. Supported by adequate foundation; and
 - e. Constitutionally obtained
4. The student will identify circumstances, which may cause evidence to be excluded, to include the failure to properly and timely disclose evidence as required by both the U.S. and Colorado Constitutions, Colorado law and Rule 16 of the Colorado Rules of Criminal Procedure.
5. The student will define hearsay and explain how the hearsay rule applies to the following types of evidence:
 - a. Admissions, confessions and statements of Defendants, Colorado Rule of Evidence 801(d)(2)(A).
 - b. Officer reports, including video and audio material; and
 - c. The hearsay exceptions identified in Rule 803(1) through 803(4).
6. As applicable to peace officers, the student will explain the requirements and expectations for admitting evidence pursuant to Colorado Rules of Evidence 701, 702 and 703 regarding expert witness testimony; will identify the types of testimony from officers defined as expert testimony by court decisions; and will understand the requirements for pre-trial disclosure as set forth in Rule 16, Part I.(d)(3) of the Colorado Rules of Criminal Procedure.

Required Source Material:

Colorado Rules of Evidence Rule

16, Colorado Rules of Criminal Procedure (Colorado Supreme Court)

Recommended Source Material:

*Colorado Peace Officer's Legal Source Book, Chapters 11 and 14
(Colorado District Attorney's Council/Colorado Attorney General)*

C. Colorado Criminal Code

Required Minimum Hours: 16

General Learning Goal: The student will have a basic understanding of the Colorado Criminal Code so as to be able to correctly identify violations and apply current criminal statutes in a variety of commonly encountered situations.

Specific Performance Outcomes:

1. The student will locate current Colorado Criminal Code statutes in more than one resource, including digital-based resources.
2. The student will explain the Principles of Criminal Culpability. (18-1-501, 502 and 503 C.R.S.).
3. The student will explain, as set forth in the applicable statutes:
 - a. Rights of defendant (18-1-402, 403, 405(1), 406(1), 407, C.R.S.).
 - b. Definitions (18-1-901 C.R.S.).
 - c. Legal Accountability and Complicity (18-1-601 – 605 C.R.S.).
 - d. Justification and Exemptions from Criminal Responsibility (18-1-701 through 712 C.R.S.).
 - e. Responsibility (18-1-801, 802(2), 803(1) and 804 C.R.S.).
 - f. Inchoate offenses (18-2-101; 18-2-201; 18-2-301).
4. For the following offenses, the student will distinguish between felony, misdemeanor and petty offenses; and will identify the elements of, and any aggravating or mitigating factors or circumstances that may specifically apply to, the offense. The student is not required to identify the specific offense classification (e.g., class 1, 2, 3, 4, 5 or felony or class 1 or

misdemeanor), and is not required to understand or apply the sentencing terms, conditions, or provisions, if any, that are specific to the offense:

- a. Crimes Against Persons
 - (1) Homicide and Related Offenses (18-3-101 through 106 C.R.S.)
 - (2) Assaults (18-3-201 through 206 and 208 C.R.S.)
 - (3) Kidnapping (18-3-301 through 306 C.R.S.)
 - (4) Unlawful Sexual Behavior (18-3-401, 402, 404, 405, 405.3, 405.4, 405.6, 405.7, and 412.5 C.R.S.)
 - (5) Stalking (18-3-601 and 602 C.R.S.)
- b. Offenses Against Property
 - (1) Arson (18-4-101 through 105 C.R.S.)
 - (2) Burglary (18-4-201 through 205 C.R.S.)
 - (3) Robbery (18-4-301 through 18-4-303 C.R.S.)
 - (4) Theft (18-4-401, 406, 414 and 415 C.R.S.)
 - (5) Motor vehicle theft (18-4-409 and 409.5 C.R.S.)
 - (6) Trespass, Tampering, Criminal Mischief (18-4-501, 502, 503, 504, 505, 506 and 512 C.R.S.)
- c. Offenses Involving the Family Relations
 - (1) Child Abuse (18-6-401 C.R.S.)
 - (2) Contributing to the delinquency of a minor (18-6-701 C.R.S.)
 - (3) Domestic Violence (18-6-800.3, 801.5, 801.6, 803.5 and 803.6)
- d. Governmental Operations
 - (1) Obstruction of Public Justice 18-8-102, 103, 104
- e. Offenses Relating to Firearms and Weapons
 - (1) Firearms and Weapons – General (18-12-101, 102, 103, 104, 105, 105.5, 106, 106.5, 107.5, 108 and 108.5 C.R.S.)
 - (2) Permits to Carry Concealed Handguns (18-12-203 and 204 C.R.S.)
- f. Controlled Substance Offenses (18-18-403.5, 404, 405,

412, 415 and 428).

5. With respect to the Schedules found in Part 2 of the Uniform Controlled Substances Act (18-18-203 through 207 C.R.S.), the student will explain:
 - a. The factors used to determine in which Schedule a particular controlled substance is listed.
 - b. The specific Schedule in which the following controlled substances are listed:
 - (1) Cocaine
 - (2) Fentanyl
 - (3) Heroin
 - (4) Methamphetamine

Required Source Material:

Colorado Revised Statutes

Colorado Jury Instructions – Criminal

D. Crimes Involving Children

Required Minimum Hours: 2

General Learning Goal: The student will understand two distinct systems with different goals and procedures have responsibilities for investigating neglected or dependent children and investigating delinquent acts committed by juveniles. Students will understand the basic responsibilities and duties imposed on law enforcement officers when investigating crimes involving children and will be able to identify risk factors and indicators of harm to children that may be observed during such an investigation

Specific Performance Outcomes:

1. When provided with applicable fact patterns, the student will determine which fact patterns would support a finding that a child is neglected or dependent as defined in C.R.S. sections 19-3-102(1)(a) through (g).
2. The student will explain the broad scope of the types of persons required to report suspected child abuse or neglect. C.R.S. section 19-3-304(2).

3. The student will explain the legal circumstances that allow a child to be taken into temporary custody without an order of the court as identified in C.R.S. section 19-3-401(1)(a) and (b)
4. The student will define a delinquent act.
5. The student will explain the obligations of peace officers and the rights of juveniles during the investigation phase and the criminal proceedings.
 - a. Jurisdiction, 19-2.5-103 C.R.S.
 - b. Taking juvenile into custody, 19-2.5-209 C.R.S.
6. The student will describe the legal requirement and reasons for the sight and sound separation of a juvenile from all adult offenders in any custodial situation.
7. The student will explain the impact that a child's disability may have on investigating crimes involving the child.

Required Source Material:

Colorado Revised Statutes, Title 19

Colorado Revised Statutes, Title 18

E. Legal Liability

Required Minimum Hours: 4

General Learning Goal: The student will identify criminal charges and civil “causes of action” that may result from the improper performance of police duties.

Specific Performance Outcomes:

1. The student will explain the difference between civil and criminal liability.
2. The student will provide examples of the following types of civil actions:
 - a. Negligent torts
 - b. Intentional torts
 - c. Constitutional torts
3. The student will examine provisions of 13-21-131 C.R.S. (Civil

action for deprivation of rights) and identify the types of claims involved and how the actions of a peace officer may affect liability and indemnification.

4. The student will examine provisions of 24-31-901 through 906 C.R.S. (Law Enforcement Integrity) and explain:
 - a. A peace officer's obligations with respect to incident recordings and the possible consequences for noncompliance with those obligations (24-31-902);
 - b. The potential effect on a peace officer's P.O.S.T. certification resulting from criminal charges, civil liability, or internal investigations (24-31-904); and
 - c. The protections afforded whistleblower officers (24-31-906).
5. The student will identify and provide examples of state and Federal criminal charges that may result from improper police actions.
6. The student will examine the provisions of 18-8-801 to 804 C.R.S. and explain the reporting requirements contained therein.
7. The student will explain the provisions of 18-1-707 (Use of Force by Peace Officers) and 24-31-905 (Prohibited LE Action in Response to Protests).
8. The student will define terms involved in civil lawsuits, specifically:
 - a. Discovery and discovery methods
 - b. Vicarious liability
 - c. Supervisor liability
 - d. Governmental immunity (federal)
 - e. Governmental immunity (Colorado, 24-10-106 C.R.S.)

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 16[Colorado District Attorney's Council(CDAC)/Colorado Attorney General]

Colorado Revised Statutes 13-21-131

Colorado Revised Statutes 18-8-801 through 18-8-804

Colorado Revised Statutes 24-10-101 through 24-10-114.5

Colorado Revised Statutes 24-31-901 through 24-31-906

Title VII of the Civil Rights Act of 1964 Title 42 USC section 1983

Title 18 USC Section 241

Title 18 USC Section 242

F. Court Testimony

Required Minimum Hours: 2

General Learning Goal: The student will understand the critical role that clear, complete and credible testimony plays in communicating facts to a judge or jury.

Specific Learning Outcomes:

1. The student will cite the importance of reviewing reports, personal notes, relevant training, policy, and other legal authority prior to testimony.
2. The student will recognize the ethical obligation to testify truthfully to the facts regardless of personal or professional bias.
3. The student will provide examples of the courtroom strategies used by prosecuting and defense attorneys and the appropriate responses to those strategies.

Recommended Source Material:

Colorado Peace Officer's Legal Source Book [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

<http://www.cdacweb.com/CDAC/Publications.aspx>

G. Arrest Search and Seizure

Required Minimum Hours: 12

General Learning Goal: The student will demonstrate an understanding of peace officer conduct pertaining to arrest, search and seizure.

Specific Performance Outcomes:

1. The student will explain the basic principles of search and seizure law:
 - a. The scope and applicability of the Fourth Amendment
 - b. Reasonable expectation of privacy
 - c. Probable cause

- d. Presumption that warrantless search is unconstitutional
- e. What constitutes a search
- f. What constitutes a seizure
- g. Exclusionary rule

Landmark cases: Mapp v. Ohio, 367 U.S. 643 (1961); Florida v. Jardines, 569 U.S. 1 (2013); Riley v. California, 573 U.S. 373 (2014)

- 2. The student will explain the laws and landmark court decisions for warrant searches and seizures:
 - a. Fourth Amendment requirements including particularity (place) and particularity (items or property to be seized).
 - b. Probable cause requirement and issues, including reliability, corroboration, and staleness.
 - c. Affidavits in support of warrant searches including misstatements and omissions, exculpatory information, role of legal counsel, and role of judge.
 - d. Execution of a search warrant
 - e. Colorado Revised Statute sections 16-3-301, 303, 304, 305 and 306; and Colorado Rule of Criminal Procedure 41.
- 3. The student will explain the laws and landmark court decisions for warrantless searches and seizures:
 - a. Consent searches
 - b. Exigent circumstance searches
 - c. Plain View Doctrine
 - d. Searches incident to custodial arrest
 - e. Searches incident to non-custodial arrest
 - f. Inventory/caretaking function searches
- 4. The student will explain the laws and landmark court decisions for searches and seizures involving motor vehicles:
 - a. Protective search for weapons during investigatory stop

- b. Probable cause searches of vehicles
- c. Consent searches of vehicles, including C.R.S. section 16-3-310
- d. Searches of vehicles incident to custodial arrests
- e. Vehicle inventory searches
- f. Vehicles as instrumentalities

Landmark cases: Carroll v. United States, 267 U.S. 132 (1925); Arizona v. Gant, 556 U.S. 332 (2009)

- 5. The student will explain the laws and landmark court decisions for searches and seizures involving persons:
 - a. Consensual Encounters
 - b. Investigatory Stops/Detentions, including C.R.S. section 16-3-103
 - c. Arrest, including C.R.S. sections 16-3-101, 102, 104, 105 106; and 16-3-201 and 202

Landmark cases: Terry v. Ohio, 392 U.S. 1 (1968); Chimel v. California, 395 U.S. 752 (1969); Pennsylvania v. Mimms, 434 U.S. 106 (1977); Rodriguez v. United States, 575 U.S. 348 (2015)

Required Source Material:

Colorado Peace Officer’s Legal Source Book, Chapter 2-through 10 [Colorado District Attorney’s Council (CDAC)/Colorado Attorney General]

Colorado Peace Officers Handbook with Search and Seizure, Latest edition. Blue360 Media.

Colorado Revised Statutes

Colorado Rules of Criminal Procedure, Rule 41

H. Controlled Substances Introduction to Marijuana

Required Minimum Hours: 2

General Learning Goal: The student will understand violations of Amendments 64 of the Colorado Constitution (Article XVIII, Section 14-Medical use of marijuana for persons suffering from debilitating medical

conditions, and Section 16 – Personal use and regulation of marijuana).

Specific Performance Outcomes:

The student will explain:

1. Medical Use of Marijuana (Amendment 20), including:
 - a. CO Const. Article XVIII, Section 14
 - b. Definitions: medical marijuana, the marijuana registry, caregivers, licensed physician, patient.
 - c. Amounts: by statute; doctor recommendation, use by minors. Exception from Criminal Law.
 - d. Medical use of marijuana for persons suffering from debilitating medical conditions [18-18-406.3 (5)]
 - e. Marijuana Enforcement Division.

2. Use and Regulation of Marijuana (Amendment 64), including:
 - a. CO Const. Article XVIII, Section 16
 - b. Definitions
 - c. Federal law considerations
 - d. Differences from medical marijuana
 - e. Grows: Medical and recreational safety hazards, what can be grown, and visibility
 - f. Applicable laws
 - (1) Distribution
 - (2) Distribution to minor
 - (3) Cultivation
 - (4) Possession
 - (5) Open use
 - g. Related Issues
 - (1) Edibles
 - (2) Forms of marijuana
 - (3) Black market/transportation and out of state seizures
 - (4) Internet-based distribution

- (5) Butane extraction
- (6) Impaired driving

Instructor Qualifications: The coverage of the 2-hour section on marijuana laws, regulations and investigative procedures will be instructed by persons who have successfully completed the 2- day “Marijuana Train-the-Trainer” course as designed by POST, or equivalent experience (Equivalent can be satisfied by 3 years in a full-time marijuana enforcement unit and approval by the POST marijuana curriculum manager. POST marijuana curriculum manager must observe instructor teaching the POST-approved curriculum as part of the approval process.).

Required Source Material

Colorado Revised Statutes 18-18-101 through 18-18-432

Colorado Peace Officer’s Handbook (Lexus Nexis Publishing)

1 CCR 212-1 Rules regarding the sales, manufacturing, and dispensing of medical marijuana (Colorado Department of Revenue, Marijuana Enforcement Division)

1 CCR 212-2, Permanent rules related to the Colorado retail marijuana code (Colorado Department of Revenue, Marijuana C-21 Return to Table of Contents Enforcement Division)

Colorado Peace Officer’s Statutory Source Book

Colorado Department of Public Health and Environment (CDPHE):
<http://www.colorado.gov/pacific/cdphe/law-enforcement-medical-marijuana-registry>

CDPHE: Registry Portal Login

<https://medicalmarijuana.colorado.gov/state-co-entellittrak/> Colorado

Department of Agriculture

<https://www.colorado.gov/pacific/agplants/pesticide-use-cannabis-production-information>

Butane Hash Oil Explosion Video (Shortened)

https://www.youtube.com/watch?v=3P_CEXRt010

III. HUMAN RIGHTS & VICTIM’S RIGHTS

REQUIRED HOURS 14

A. Domestic Violence

Required Minimum Hours: 4

General Learning Goal: The student will be able to recognize and investigate an act of domestic violence.

Specific Performance Outcomes:

The student will demonstrate an understanding of:

1. Domestic Violence Definitions and Statutes
 - a. Definitions (18-6-800.3 C.R.S.)
 - b. Domestic Violence – evidence of similar transactions [18-6-801.5 (1) C.R.S.]
 - c. Intimate relationship
 - (1) People v. Disher (No. 07SC1088, 224 P 3d 254)
2. Domestic Violence Dynamics
 - a. Victim and offender characteristics
 - b. Power and control
 - c. Understanding trauma
 - d. Relationship history
 - e. Risk and lethality factors
 - (1) Sexual violence
 - (2) Strangulation
 - (3) Isolation
 - (4) Separation
 - (5) Threats of suicide
 - (6) Weapons
 - (7) Escalation
 - (8) VPO
3. Duties of peace officers (18-6-803.6 C.R.S.)
 - a. Developing probable cause
 - b. Evidence collection, documentation and follow-up, including medical release forms
 - c. Predominate aggressor: four prong analysis
 - (1) Any prior complaints of domestic violence

- (2) The relative severity of the injuries inflicted on each person
 - (3) The likelihood of future injury to each person
 - (4) The possibility that one of the persons acted in self-defense (Consider offensive vs. defensive injuries)
4. Initial on-scene interviews
 - a. Separate parties
 - b. Interviews of the victim, children, suspect and witnesses
5. Stalking (18-3- 602 C.R.S.)
 - a. Definitions
 - (1) Credible threat
 - (2) Repeated
 - b. Serious emotional distress, such as fear, stress and/or changes made by the victim as a result of the offender's conduct
 - c. Investigation
 - (1) Technology
 - (2) Stalking log

Required Source Material:

Colorado Revised Statutes 18-6-800.3 through CRS 18-6-803.7

Recommended Source Material:

“Domestic Violence – A coordinated Response Through Community Policing”[Colorado Coalition Against Domestic Violence (CACDV)]

<http://ccadv.org/>

Colorado Peace Officers Handbook Latest edition. Blue360 Media.
A Typology of Domestic Violence: intimate terrorism, violent resistance, and situational couple violence by Michael P. Johnson

Violence Against Women. Paul Thomas Clements, PhD, RN; Jennifer Pierce-Weeks, RN, SANE-P, SANE-A; Karyn E. Holt, PhD, CNM; A (Publisher: STM Learning, Inc.)

Police and professionals' views and actions relating to domestic violence and women with intellectual disabilities, *Journal of Applied Research in Intellectual Disabilities*, Wiley-Blackwell, 2018. Provided in

Commission toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

B. Bias Motivated Hate Crimes

Required Minimum Hours: 2

General Learning Goal: The student will discuss incidents of ethnic intimidation, hate crimes and responsibilities of peace officers relative to these crimes.

Specific Performance Outcomes:

1. The student will identify the elements of the crime and classifications of Bias-Motivated Crimes, C.R.S. 18-9-121 C.R.S.
2. The student will recognize the importance of prompt police response to “hate crimes”, to include but not limited to accurate and thorough evidence gathering, report writing, intervention and follow up.
3. The student will explain that CRS 18-9-111 broadened the definition of a bias-motivated hate crime to include physical, cognitive, or mental disability.

Required Source Material:

Colorado Revised Statute, § 18-9-121

FBI/U.S. Department of Justice Civil Rights Program, FBI/U.S. Department of Justice Civil Rights Program,

<https://www.justice.gov/hatecrimes>. Sections 1981,1981a, 1982, 1983.

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>.

C. Victim’s Rights

Required Minimum Hours: 2

General Learning Goal: The student will explain the laws relating to victim’s rights, community resources available for crime victim services, and law enforcement responsibilities.

Specific Performance Outcomes:

1. The student will explain the provisions of 24-4.1-301 through 24.4.1-

304, C.R.S., also known as the Victims' Rights Act, including crimes covered, victims' rights, and law enforcement responsibilities.

2. The student will identify local victim's resources, to include VRT, victim's advocate, and other non-profit victim's services, the resources they provide and what they can and cannot do.

Recommendation: A victim advocate or response team should be invited to present this course.

Required Source Material

Colorado Revised Statutes 24-4.1-301 through 24.4.1-304 also known as the Victims' Rights Act.

Colorado Constitutional Amendment Rights of Victims (Amendment 16a)

Colorado Organization for Victims Assistance.

www.coloradocrimevictims.org

Recommended Source Material:

Colorado Peace Officer's Handbook (Lexis Nexis Publishing)

D. Interaction with Special Populations

Required Minimum Hours: 4

General Learning Goal: The student will understand the laws protecting the rights of persons with disabilities in order to serve all individuals to whom the law applies.

Specific Performance Outcomes:

1. The student will define disability as defined by the Americans with Disabilities Act. 42 U.S. Code § 12102 – Definition of disability.
2. The student will identify the key provisions that impact law enforcement of the following federal and state laws enacted to protect the rights of persons with disabilities including, but not limited to:
 - a. Americans with Disabilities Act, Title II
 - b. 28 C.F.R. § 35.130(b)(3)(i), 28 C.F.R. § 35.130(b)(3)(i), regarding “disparate impact.”
 - c. Applicable Colorado Statutes

3. The student will describe and explain behavior that may be indicative of persons with special needs requiring peace officer intervention. These persons include but are not limited to the mentally ill, the elderly and the physically impaired.
4. The student will identify signs of abuse, neglect, and inadequate care.
5. The student will recognize indicators that could lead an officer to believe an individual is:
 - a. a danger to self
 - b. dangerous to others
 - c. gravely disabled
6. The student will identify specific provisions of the law which apply to persons with disabilities concerning public access and the use of service animals.
7. The student will describe the types of safety nets, service providers, and resources to assist persons with disabilities, their families, friends, and caregivers.

Instructor Qualifications: This course should be instructed by a person with a foundation in issues regarding the disability community.

NOTE: Practical applications of this content should be included in the scenario design of patrol procedure courses in collaboration with instructors of those courses.

Required Source Material:

Americans with Disabilities Act, www.ada.gov

ADA Update: A Primer for State and Local Governments

https://www.ada.gov/regs2010/titleII_2010/title_ii_primer.html#generalnonreq

CRS 24-34-803 Rights of individuals with service animals

Commonly Asked Questions About the Americans with Disabilities Act And Law Enforcement, https://www.ada.gov/q%26a_law.htm

Recommended Source Material:

Section 504 of the Rehabilitation Act of 1973 Title VI of the Civil Rights

Act

Ready San Diego First Responder Access & Functional Needs Training Series

<https://www.youtube.com/playlist?list=PLxNmLzgMtRHPFQ35Z83jvUdFMPmpJDKWh>

Disability Law History, <https://disabilitylawco.org/resources/disability-law-history>

Service, Therapy, and Emotional Support Animals, 44 Colo. Law. 69 (July 2015).

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

E. Interacting with Individuals in Mental Health Crisis

Required Minimum Hours: 2

General Learning Goal: To train peace officers who can identify persons with mental illness and to handle situations involving persons in crisis effectively.

Specific Performance Outcomes:

1. The student will identify behaviors of mental illness to aid in responding to mental illness related crises.
2. The student will recognize that, in itself, a mental health crisis or disability is not criminal in nature and that a more lasting solution is to divert those persons away from the criminal justice system.
3. The student will recognize behavioral cues that may make it necessary to isolate, contain, and assess a person in crisis, for their own safety.
4. The student will identify people with suicidal or homicidal ideations.
5. In a practical application, the student will apply verbal and non-verbal strategies when responding to a person in crisis that may allow for de-escalation of emotion and more successful resolutions.

Recommended Source Material:

Mental Health First Aid (MHFA)

American Psychological Association Diagnostic and Statistical Manual of Mental Health Disorders (DSM-5)

National Alliance on Mental Illness (NAMI) Resource Guides National Institute on Mental Illness Brochures/Fact Sheets Crisis Intervention Training

Integrating Communications, Assessment and Tactics (ICAT-Police Executive Research Forum)

Columbia-Suicide Severity Rating Scale (C-SSRS),

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

IV. COMMUNITY INTERACTION

REQUIRED HOURS: 2

A. Community Policing/Community Partnerships

Required Minimum Hours: 1

General Learning Goal: The student will learn about community policing and the necessary elements for implementation of community policing practice and philosophy. The student will recognize community partnerships as an integral component in community policing and problem solving.

Specific Performance Outcomes:

1. The student will define community policing, identifying core components, and evaluate the effectiveness of community policing philosophies and strategies to reduce crime and disorder.
2. The student will recognize that enforcement action is not always necessary or beneficial to solve a community problem.

Recommended Source Material:

Collaboration Toolkit: How to Build, Fix and Sustain Productive Partnerships, Rinehart, Laszlo, Briscoe, (U.S. Department of Justice)

Community Policing: A Contemporary Perspective, Bucqueroux and Trojanowicz (Anderson Publishing)

Understanding Community Policing: A Framework for Action, Office of Justice Programs (Bureau of Justice Assistance)

Introduction to the Special Issue on policing and the community. Behav. Sci. Law. 2019; 37:633–635. <https://doi.org/10.1002/bsl.2445>, provided in Commission toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

B. Problem Solving/Crime Prevention

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate an understanding of current models of crime prevention and problem solving.

Specific Performance Outcomes:

1. The student will identify problem solving opportunities for the line officers.
2. The student will apply the crime prevention triangle as a means of problem analysis for recurring problems of crime and disorder and recognize that crime or disorder results when an offender has the ability, opportunity, and a target.

Recommended Source Material:

ASU Center for Problem-Oriented Policing,
<https://popcenter.asu.edu/content/what-pop>

Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers, Eck (U.S. Department of Justice, Office of Community Oriented Policing Services)

Problem Solving Tips – A Guide to Reducing Crime and Disorder through Problem Solving Partnerships, Schlermer, Perkins, Phillips, Rinehart and Townsend (U.S. Dept. of Justice)

Tackling Crime and Other Public-Safety Problems: Case Studies in Problem Solving, Sampson, Rana and Michael S. Scott (U.S. Department of Justice)

Using Analysis for Problem Solving – A Guidebook for Law Enforcement (U.S. Department of Justice)

V. PATROL PROCEDURES

REQUIRED HOURS: 30

A. Officer Survival

Required Minimum Hours: 4

General Learning Goal: The student will understand the mental, physical, and tactical preparations required to survive on the job.

Specific Performance Outcomes:

1. The student will examine the circumstances in which peace officers are killed in order to recognize the elements involved in police combat confrontations.
2. The student will identify techniques for mental and physical preparation necessary to respond to critical incidents to include:
 - d. Crisis rehearsal
 - e. Positive self-talk
 - f. Physical fitness
 - g. Mental wellness
3. The student will describe an officer's focus of attention by using the awareness spectrum and the triad of tactical thinking.
4. The student will explain the importance of tactical readiness through officer competency and equipment readiness.
 - a. physical conditioning
 - b. emotional/mental health
 - c. equipment readiness/competency
5. Using case studies, videos or other media, the student will analyze pre-attack indicators, "Deadly Errors" and "Fatal Tendencies" in uses of force.

Recommended Source Material:

"Annual Report of Law Enforcement Officers Killed & Assaulted", FBI
www.fbi.gov

Street Survival II: Tactics for Armed Encounters, Remsburg, Marcou, Glennon (Calibre Press)

Tactics for Criminal Patrol, Remsburg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsburg (Calibre Press)

Deadly Force Encounters (Second Edition), Artwohl, Christensen
Officer Down Code 3, Brooks (Motorola Teleprograms Inc) Force
Science Institute

B. Hazardous Materials Awareness

Required Minimum Hours: 2

General Learning Goal: The student will recognize a hazardous materials incident and demonstrate understanding of the responsibilities of first responders.

Specific Performance Outcomes:

1. The student will describe the types, classes, and risks of hazardous materials.
2. The student will explain the proper safety tactics for handling a hazardous materials incident.

Recommended Source Material:

Emergency Response Guidebook, U.S. Dept. of Transportation

Hazardous Materials Field Guide, Bevelacqua and Stelp (Cengage Learning)

Hazardous Materials: Regulations, Response & Site Operations, Gantt (Cengage Learning)

C. Pedestrian Contacts

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate the legal and tactical aspects for safely contacting pedestrians while minimizing officer risk.

Specific Performance Outcomes:

1. Using field-based scenarios, the student will demonstrate the ability to legally and safely approach a pedestrian or suspect, including people with disabilities, while alone or with another officer.
2. The student will distinguish between consensual, reasonable suspicion detention, and Terry stop and frisk.

3. The student will explain contact and cover roles.
4. The student will effectively communicate with a pedestrian or suspect through the use of field-based scenarios, including but not limited to using a conversational versus commanding tone; asking pertinent identification questions, i.e., name, date of birth, address, phone number as well as pointed investigative questions.
5. The student will distinguish between behaviors that can be the result of a disability which might be similar to signs of intoxication, such as inconsistent responses or non-responsiveness to questions, coordination issues, heightened agitation, or inability to focus.
6. During field-based scenarios, the student will recognize signs of deception when in contact with subjects, including but not limited to: repeated questions, vague answers, contradictory answers, and provable lies.
7. During field-based scenarios, recognize emotional and physical behavioral warning signs and how to react to them, including but not limited to glances at officer weapon, looking for escape routes, rigid posture, clinched fists, etc.
8. The student will discuss the inherent dangers of foot pursuits, such as tripping, ambush, getting lost, fatigue, etc., and tactics that will reduce the risk of assault during a foot pursuit.
9. The student will demonstrate the proper use of an offensive and defensive posture during role-plays.
10. The student will document the contact in an accurate written report including required demographic information.

Recommendation: Incorporate information from Verbal Communication, ACT, Ethics, and other related courses.

Recommended Source Material:

Police Operations: Theory and Practice, Hess and Wroblewski (Thomson Wadsworth Publishing)

Police Patrol Operations and Management, Hale (Prentice-Hall Publishing)

Tactics for Criminal Patrol, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

Street Survival II: Tactics for deadly force encounters, Remsberg,

Marcou, and Glennon (Calibre Press)

<https://calibrepress.com/2020/10/more-on-preattack-indicators/>

<https://calibrepress.com/2019/07/10-non-verbals-all-officers-should-be-able-to-recognize-interpret/>

CRS 24-31-903

How to Identify Hidden Disabilities, The Arc's National Center on Criminal Justice and Disability. <https://www.thearcofil.org/national-center-on-criminal-justice-disability/>

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

D. Vehicle Contacts & Vehicle Searches

Required Minimum Hours: 8

General Learning Goal: The student will learn how to conduct unknown risk vehicle contacts, high risk vehicle contacts, unknown risk contacts that turn into high-risk contacts, how to determine the appropriate tactics for each type of contact and tactics necessary to conduct a legal, safe, and effective search of a vehicle. The student will recognize the elements and tactics necessary to conduct a legal, safe, and effective search of a vehicle, including the communication necessary to affect a stop and search.

Specific Performance Outcomes:

1. The student will setup unknown risk and high-risk traffic contacts using appropriate tactics and officer safety.
2. In practical exercises, the student will demonstrate the ability to change from an unknown risk vehicle contact to a high-risk vehicle contact when circumstances dictate.
3. In practical exercises, the student will select the appropriate tactics and resources to use based upon the surroundings and circumstances of the contact.
4. The student will determine how the driver communicates/ interacts and what methods of communication are most effective, i.e. adaptive devices, interpreters, etc.
5. In practical exercises, the student will demonstrate the search of a vehicle using appropriate officer safety considerations to:
 - a. Remove and control occupants
 - b. Systematically examine the vehicle's exterior and interior,

- identifying common hiding places for contraband
6. The student will demonstrate ways to interact with both drivers and passengers with disabilities, including:
 - a. Interacting with someone with an auditory disability during a traffic stop.
 - b. Safely removing a driver or passenger from a vehicle with a physical disability, including both cooperative and uncooperative subjects.
 - c. How to recognize and interact with someone with a cognitive disability.
 7. The student will explain the requirements and restrictions for a lawful search of a vehicle and seizure of evidence in the following situations:
 - a. with consent
 - b. incident to arrest
 - c. items in plain view
 - d. with a search warrant
 - e. with probable cause
 - f. inventory searches

Required Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Cengage Learning)

Police Operations Theory and Practice. Latest Edition. Hess, Orthmann, and Cho. (Cengage Learning)

Recommended Source Material:

Street Survival: Tactics for Armed Encounters, Adams, McTernan, Remsberg (Calibre Press)

Tactics for Criminal Patrol, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

How to Identify Hidden Disabilities, The Arc's National Center on Criminal Justice and Disability. <https://www.thearcofil.org/arc-national-center-on-criminal-justice-disability/>

E. Building Searches

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of tactics needed to safely search buildings.

Specific Performance Outcomes:

1. In practical applications, the student will demonstrate various building search tactics.
2. Through field exercises, the student will adapt searching techniques to various search scenarios.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Police Operations: Theory and Practice, Hess and Wroblewski (Thomson Wadsworth)

Street Survival, Adams, McTernan, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

F. Handling In-Progress Calls

Required Minimum Hours: 4

General Learning Goal: The student will understand the hazards involved with in-progress calls and describe proper procedures for responding to and handling the calls safely.

Specific Performance Outcomes:

1. Explain the factors to be considered in responding safely to in-progress calls, including:
 - a. information and intelligence gathering
 - b. response strategy, including route selection
 - c. cover/concealment
 - d. nature of crime
 - e. tactical aspects
 - f. control
 - g. containment
 - h. isolate and neutralize/reduce threats

2. Through scenarios, demonstrate tactical and legal considerations involved in handling in-progress calls.

Recommendation: Incorporate CRS requirements and search and seizure rules such as probable cause, arrest, search, reasonable suspicion, stop and frisk, ethics and de-escalation techniques in the initial discussions and debriefs for the scenarios.

Recommended Source Material:

Annual Report of Law Enforcement Officers Killed and Assaulted (FBI)

Colorado Peace Officer's Handbook, Latest edition. Blue360 Media.

In practical applications,,: *Tactics for Armed Encounters*, Remsberg, Marcou and Glennon (Calibre Press) Latest Edition

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

G. Civil Disputes

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate the ability to successfully identify, assess and intervene in a non-criminal dispute.

Specific Performance Outcomes:

1. The student will differentiate between criminal matters and civil disputes.
2. The student will demonstrate the officer safety techniques required to safely handle a civil dispute.
3. The student will discuss the practical and legal issues commonly encountered in a civil dispute.
4. The student will define conflict resolution techniques and problem-solving strategies required to successfully handle civil disputes.
5. The student will differentiate between various types of civil disputes and the techniques required to handle each, including:
 - a. Landlord-tenant disputes
 - b. Liens
 - c. Restraining orders
 - d. Child custody disputes

- e. Repossessions
 - f. Bail bondsman issues
 - g. Disputes regarding disability access and what to do when someone is denied access to a public accommodation (ADA Title III)
6. The student will resolve disputes where there is a disabled or elderly person who cannot be removed or who requires a caretaker.

Recommended Source Material:

Colorado Civil Process: Law, Practice and Procedure, Rosenberg District Attorneys Council (CDAC)

Police Field Operations, Adams (Prentice-Hall)

Legal Source book chapter 15

H. Biohazards Awareness

Required Minimum Hours: 2

General Learning Goal:

The student will understand the common biohazards they may encounter in the course of their duties and the measures to be used to minimize or prevent exposures.

Specific Performance Outcomes:

1. Recognize how law enforcement duties may expose an officer to various infectious agents.
2. The student will identify common biohazards that may be encountered in the line of duty, such as blood and other bodily fluids, sharps, and hazardous chemicals.
3. The student will recognize the signs and symptoms of exposure to common biohazardous materials and the actions to take if exposed to such substances, including but not limited to the dangers of Fentanyl and other controlled substances.
4. Describe appropriate post-exposure management procedures.
5. The student will describe the appropriate application of prevention drugs like Narcan/Naloxone.

6. In practical applications, the student will demonstrate the appropriate use of basic personal protective equipment (PPE), including gloves, masks, and eye protection, when handling biohazardous materials.
7. The student will demonstrate the proper procedures for disposing of biohazardous waste, such as sharps containers and biohazard bags.
8. In practical applications, the student will make appropriate decisions to protect themselves and others from harm from biohazard that could be encountered on the job.

Recommended Source Material:

Bloodborne Pathogen Standards, OSHA Standards.

<http://www.osha.gov/SLTC/bloodbornepathogens/index.html>

Occupational Safety and Health Administration (OSHA) - Bloodborne Pathogens and Needlestick Prevention:

<https://www.osha.gov/SLTC/bloodbornepathogens/>

Police Executive Research Forum (PERF) - Infectious Diseases and Law Enforcement:

[https://www.policeforum.org/assets/docs/Subject to Debate/STD2017/2017STD_Ch9.pdf](https://www.policeforum.org/assets/docs/Subject%20to%20Debate/STD2017/2017STD_Ch9.pdf)

National Institute for Occupational Safety and Health (NIOSH)
Fentanyl: Emergency Responders at Risk

<https://www.cdc.gov/niosh/topics/fentanyl/risk.html>

VI. TRAFFIC CONTROL

REQUIRED HOURS: 2

A. Traffic Code

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate a familiarity with Colorado traffic code Title 42 C.R.S.

Specific Performance Outcomes:

1. In practical applications such as photos and videos, the student will identify common traffic code violations found in C.R.S Title 42, Articles 2, 3, & 4.
2. The student will recognize the purpose of the model traffic code, as adopted by local governments.

Recommended Source Material:

Colorado Revised Statutes, Title 42

VII. INVESTIGATIVE PROCEDURES

REQUIRED HOURS 6

A. Preliminary Investigations

Required Minimum Hours: 2

General Learning Goal: The student will understand procedures for responding to a basic crime scene, conducting an initial crime scene investigation, interviewing victims, witnesses, and suspects, and conducting a follow up investigation.

Specific Performance Outcomes:

1. The student will describe factors that interfere with accurate reporting of information available prior to arrival on scene and how that may affect their response.
2. As the initial peace officer arriving on a crime scene, the student will determine the following:
 - a. If a crime has been committed and type of crime, or if the incident is civil.
 - b. Identification of the people on-scene and their role in the incident.
 - c. Immediate action to be taken and proper notifications to be made
 - d. Procedures necessary to establish a crime scene perimeter and protect the primary and any secondary scenes.
 - e. The procedures necessary to locate and isolate witnesses including conducting a neighborhood canvass and locating any available video
3. Given a series of fact patterns, the student will describe the actions to be taken from dispatch or observation of an incident

though securing the scene and gathering the available information and evidence.

Recommended Source Material:

Criminal Investigation, Latest Edition, Hess, Orthmann and Cho (Cengage Learning)

Police Field Operations, Adams (Prentice-Hall) Latest Edition

B. Crime Scene Search

Required Minimum Hours: 2

General Learning Goal: The student will understand how to conduct an indoor and outdoor search of a crime scene.

Specific Performance Outcomes:

1. The student will identify basic search techniques to discover relevant evidence both in an indoor and outdoor setting.
2. In practical exercises, the student will locate items in both an indoor and outdoor setting.

Recommended Source Material:

Criminal Investigation, Hess, Orthmann, and Cho, Latest Edition.(Cengage Learning)

C. Identification and Collection of Evidence

Required Minimum Hours: 2

General Learning Goal: The student will recognize different types of physical evidence, identify their value in a criminal investigation, and recognize the need to protect evidence until it can be collected.

Specific Performance Outcomes:

1. The student will demonstrate effective methods and techniques for collecting evidence, including but not limited to:
 - a. Maintaining admissibility through chain of custody by properly packaging, marking and documenting collected evidence
 - b. Locating, dusting, photographing, and lifting latent

- fingerprints.
- c. Locating, photographing, and collecting suspected bodily fluids.
 - d. Locating, photographing, and collecting other physical evidentiary items to include clothes, weapons, and suspected narcotics.
2. The student will recognize the need to maintain admissibility through chain of custody and safely preserve evidence, including items that may contain DNA evidence.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Guidelines for the Documentation, Collection and Preservation of Evidence, Arndt (Colorado Bureau of Investigation)

VIII. COMMUNICATIONS

REQUIRED HOURS: 8

A. Report Writing

Required Minimum Hours: 4

General Learning Goal: The student will understand the basic requirements of written communication in law enforcement.

Specific Performance Outcomes:

1. The student will explain the value of note taking and techniques crucial to writing complete and accurate reports.
2. The student will write a minimum of four clear, complete, concise, and grammatically correct reports based on other courses' activities and exercises as subject matter.

Recommendation: Schedule class in separate blocks spaced throughout the academy to allow note taking on scenarios or exercises prior to the review of the final reports in the last class. Requires coordination with other instructors.

Recommended Source Material:

Report Writing for Law Enforcement (Joseph N. Davis, LawTech Publishing Co., Ltd, January 15, 1998)

B. Verbal Communication Techniques

Required Minimum Hours: 4

General Learning Goal: The student will understand effective communication techniques for interacting with people in multiple contexts and with various emotional states and disabilities.

Specific Performance Outcomes:

1. The student will discuss effective techniques for communicating with individuals or groups and the differences between the two.
2. The student will explain how a traumatic experience can adversely impact a person's ability to clearly communicate.
3. The student will use effective techniques for defusing conflict and stress using interpersonal communication in reality-based training.
4. The student will describe the various communication considerations when dealing with diverse populations.
5. The student will describe adaptive verbal and non-verbal de-escalation strategies for people with disabilities, including recognizing the need for sign language, interpreters, and interactive communication devices, for example a cell phone.

Note: PO#3, 4 and 5 can be met through incorporation in role-plays and scenarios in other courses, including ACT. The time should be documented in the lesson plan for this course.

Recommended Source Material:

Crisis Intervention—Contemporary Issue for On-site Interviewer, Dr. Hendricks (Thomas Publishers LTD)

Verbal Judo: The Gentle Art of Persuasion, Dr. Thompson (Quill)

Communicating with People Who are Deaf or Hard of Hearing: ADA Guide for Law Enforcement Officers,

<https://www.ada.gov/lawenfcomm.htm>

First Responder Tips for interacting with people with dementia,

IX. WELLNESS TRAINING PROGRAM

REQUIRED HOURS: 3

A. Introduction to Wellness

Required Minimum Hours: 1

General Learning Goal: The student will understand why wellness is an integral component of the law enforcement profession, and the necessity for being in good physical condition.

Specific Performance Outcomes:

1. The student will recognize the impact that police work has on a healthy lifestyle.
2. The student will explain the impact of diet and exercise on job performance.

Recommended Source Material:

Cooper Institute Aerobics Program for Total Well Being, Cooper (Bantam Books)

Physical Fitness Assessments and Norms (Cooper Institute)

B. Stress Management

Required Minimum Hours: 2

General Learning Goal: The student will learn strategies to recognize human responses to stress and apply techniques to manage stress that will assist in making decisions in stressful situations.

Specific Performance Outcomes:

1. The student will describe the emotional/psychological and physical responses to stress and how they may interfere with a peace officer's performance including decision-making.
2. The student will identify stress management techniques.
3. The student will recognize the need for a support system to help reduce job-related stress.

Recommended Source Material:

Emotional Survival for Law Enforcement, Gilmartin (E-S Press)

Managing Police Stress, Ford (The Management Advantage) *Police Field Operations*, Adams (Prentice-Hall Publishing)

Trauma Recovery Handbook: A Recovery Guide for Yourself, Your Colleagues, and Those You Love, Slover & Tasci (Debra Tasci)

X. Tactical /Operational Medicine

Required Minimum Hours: 6

A. Tactical /Operational – Lecture

Required Minimum Hours: 2

General Learning Goal: Students will learn about the different situations they may encounter during their career and will be equipped with the basic knowledge of how to apply life-saving medical aid to themselves and others. This course will focus on tactical situations, such as an active shooter/harmer events, as well as more common operational situations where medical care may be needed, such as traffic crashes or assaults.

NOTE: No advanced, invasive medical interventions (e.g., needle decompression, cricothyroidotomy/surgical airway, etc.) should be taught in the Basic Academy Training. Any basic life support (BLS) skill such as nasopharyngeal airway may be taught if the Academy/Agency understands and assumes all risk and liability in training and potential deployment in the field.

Specific Performance Outcomes:

1. Students will understand when they have a duty to render medical aid per CRS 18-1-707(2)(c).
2. Students will learn to apply the M.A.R.C.H. acronym as a form of rapid assessment in both tactical and operational settings.
 - a. **Mass hemorrhage/exsanguination**
 - i. Tourniquets/direct pressure
 - b. **Airway**
 - i. Simple airway maneuvers/Head Tilt-Chin Lift/Recovery Position
 - c. **Respirations**

- i. Promote Breathing/Sit Up/Chest Seals
 - d. Circulation
 - i. Non-life-Threatening Bleeding Control
 - e. Hypothermia/head injury
 - i. Hypothermia Prevention > Warming
- 3. Students will learn best practices in using carries and drags for emergent evacuation of the wounded.
- 4. Students will learn how to use a remote medical assessment in tactical and operational settings where they cannot readily access the wounded.

Recommendation: During and after instruction on tourniquet application, instructors will insert tourniquet drills through verbal or visual stimulus, where students must “get off the x,” find cover, and properly apply a tourniquet to themselves or others within 30 seconds.

B. Skills Stations and Scenario Based Training

Required Minimum Hours: 4

General Learning Goal: To apply the medical knowledge and skills taught during the didactic session in a series of case scenarios of gradually increasing complexity and stress.

Specific Performance Outcomes:

1. Students will complete skills stations:
 - a. Rapid trauma assessment using MARCH
 - b. Bleeding control by tourniquet and wound packing
 - c. Airway positioning
 - d. Occlusive dressings
 - e. Drags and carries
 - f. Remote medical assessment
2. The student will take part in a minimum of one (1) scenario designed to reinforce self-aid principles of getting off the x, finding cover and properly managing an extremity wound.
3. The student will take part in a minimum of two (2) scenarios

designed to simulate actual situations in which medical care will be performed and will demonstrate all skills taught. These scenarios will involve role-players with simulated wounds, bleeding and distractions such as noise, smoke and impaired vision, etc. all of which combine to enhance the skills application experience. Scenarios should reinforce the differences between tactical and operational settings.

Required: Instructor Ratio(s):

Lecture: No ratio limit.

Skills Stations and Scenarios: There must be at least two (2) instructors for any skills or scenario-based training session involving treatment of others. For self-care scenarios, there must be at least one instructor for every one student (1:1) in the scenario.

Required: Instructor Qualifications

Minimum – Must have successfully completed a Tactical Combat Casualty Care course (TCCC-ASM, TCCC, TECC, TECC-LEO) or equivalent.

Preferred – law enforcement officer with EMT or paramedic certification; firefighter with EMT or paramedic certification; EMT or paramedic; National Association of Emergency Medical Technicians (NAEMT) certified instructor of all levels of TCCC (TCCC-ASM, TCCC, TECC, TECC-LEO)

Recommended Source Material:

Pre-Hospital Trauma Life Support, National Association of Emergency Medical Technicians (Jones & Bartlett Learning)
<http://www.jblearning.com/catalog/9781284041736/>

Prehospital Trauma Life Support – Military Edition, National Association of Emergency Medical Technicians (Jones & Bartlett Learning) <http://www.jblearning.com/catalog/9781284041750/>

Tactical Emergency Casualty Care (latest edition), National Association of Emergency Medical Technicians (Jones & Bartlett Learning)

<https://www.psglearning.com/catalog/productdetails/9781284483871>

REFRESHER ACADEMIC TRAINING PROGRAM
Effective Date January 1, 2025

**MINIMUM REQUIRED
HOURS**

Academic	34
Firearms	16
Driving	16
Arrest Control	16
Testing	10
TOTAL	92

I. ADMINISTRATION OF JUSTICE

REQUIRED HOURS: 4

A. Authority of the Colorado Peace Officer/ Jurisdictional Relationships & Agency Authority

Required Minimum Hours: 2

General Learning Goal: The student will understand the authority of Colorado peace officers, the jurisdiction of law enforcement agencies, and the functions of law enforcement agencies.

Specific Performance Outcomes:

1. The student will define the authority of Colorado peace officers to take enforcement actions and make arrests pursuant to CRS 16-3-101 through 105.
2. Given descriptions of the authority and responsibilities of the types of law enforcement listed below, the student will describe where jurisdiction may overlap.
 - a. Federal law enforcement agencies
 - b. State law enforcement agencies
 - c. Local law enforcement agencies
 - d. Tribal law enforcement agencies

Required Source Material:

Colorado State Constitution, as amended
United States Constitution - Bill of Rights
Colorado Revised Statutes

B. Law Enforcement Ethics

Required Minimum Hours: 2

General Learning Goal: The student will understand the importance of professional, ethical, and unbiased conduct to the officer, department, and community.

Specific Performance Outcomes:

1. Using the Law Enforcement Code of Ethics, the student will analyze situations that may be encountered on the job that present ethical conflicts in the exercise of their authority as officers.
2. The student will identify the basic capabilities of the CCIC/NCIC systems, and the purpose of each query.
3. The student will explain the limitations on and procedures for accessing and releasing criminal justice information and the associated penalties.
4. The student will demonstrate an understanding of ethical behavior, morality and character as applied to:
 - a. Acceptance of gratuities
 - b. Use of deception and force
 - c. Treatment of citizens, including suspects and informants
 - d. Selective enforcement of the law and discretion
 - e. Preparation of reports and testimony
 - f. Conduct on and off duty
5. The student will describe the consequences of unethical/unprofessional conduct to the peace officer, department and community.

6. The student will explain the importance and challenges of responding to and reporting a co-worker's unprofessional conduct to include the duty to report unlawful use of force and the duty to intervene pursuant to C.R.S. 18-8-801 through 805 and 24-31-904.
7. The student will describe the disqualifying impact on peace officers in Colorado for acts of untruthfulness.

Required Source Material:

Character and Cops: Ethics in Policing, Delattre (American Enterprise Inc. Press)

CBI - Misuse of CCIC Data Handout, FACs and PowerPoint, (Colorado Bureau of Investigation)

CCIC Training Manual (Colorado Bureau of Investigation)

<https://post.colorado.gov/certification/disqualifying-incidents>

CRS 24-31-305(2.5)

II. BASIC LAW

REQUIRED HOURS: 22

A. Arrest, Search & Seizure

Required Minimum Hours: 4

General Learning Goal: The student will have a basic understanding of the rights guaranteed by the U.S. and Colorado Constitutions and the legal rules and guidelines that govern the conduct and actions of law enforcement officers protecting these rights.

Specific Performance Outcomes:

1. Given a series of fact patterns, the student will explain the constitutional requirements and parameters of searches and seizures related to:
 - a. Persons
 - b. Vehicles
 - c. Property
2. The student will apply rules and laws for obtaining search warrants and recognize warrant exceptions.
3. Given a series of fact patterns, the student will explain the

constitutional requirements and considerations related to custodial interrogations as defined by *Miranda v. Arizona*.

4. The student will explain the consequences of a failure to properly and timely disclose evidence as required by both the U.S. and Colorado Constitutions, Colorado law, Rule 16 of the Colorado Rules of Criminal Procedure, and *Brady v. Maryland* and its progeny.

Recommended Source Material:

Colorado Peace Officer's Handbook (Lexis Nexis Publishing)

Colorado Peace Officer's Legal Source Book (Colorado District Attorney's Council/Colorado Attorney General)

Crime and Justice in America: A Human Perspective, Territo, Halsted and Bromley (Pearson, Prentice-Hall)

B. Colorado Criminal Code

Required Minimum Hours: 12

General Learning Goal: The student will demonstrate basic knowledge of the Colorado Criminal Code.

Specific Performance Outcomes:

1. The student will explain the four culpable mental states pursuant to 18-01-501.
2. The student will understand the definitions in CRS 18-1-901.
3. Given a series of fact patterns, the student will determine if the facts support a finding of probable cause to believe a crime has been committed by a specific person.
4. Given a variety of criminal statutes, the student will identify the elements to be proven.

Note: Basic Academic Training Program and the Reserve Academic Training Program each list relevant statutes that are likely to be covered in the POST test.

Recommended Source Material:

Colorado Revised Statutes, Title 18

Lexis-Nexis through Colorado Legal Resources

Cornell Law, www.law.cornell.edu

C. Crimes Involving Children

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of the Colorado Children's Code, cite and explain the major provisions relative to the tasks of Colorado peace officers and proper procedures for arrests, investigations, charging, conviction, and sentencing.

Specific Performance Outcomes:

1. Given a series of fact patterns, the student will determine which fact patterns would support a finding that a child is neglected or dependent as defined in C.R.S. sections 19-3-102(1)(a) through (g).
2. The student will explain the legal circumstances that allow a child to be taken into temporary custody without an order of the court as identified in C.R.S. section 19-3-401(1)(a) and (b).
3. The student will define a delinquent act.
4. The student will explain who has the responsibility to file charges arising out of delinquent acts.
5. The student will explain the responsibilities of an officer after taking a juvenile into temporary custody with respect to notification of the screening team. C.R.S. section 19-2.5-303(1).
6. The student will explain (1) the advisement requirements, (2) the parental, guardian, or attorney presence requirements, and (3) the need to consider whether a responsible adult had an adverse interest to the juvenile during the custodial interrogation of a juvenile. C.R.S. 19-2.5-203.

7. The student will describe the legal requirement and reasons for the sight and sound separation of a juvenile from all adult offenders in any custodial situation.

Required Source Material:

Colorado Revised Statutes, Title 19

Colorado Revised Statutes, Title 18

D. Motor Vehicle Laws

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of the elements of traffic code violations as defined in C.R.S. Title 42 specifically Articles 2, 3, and 4.

Specific Performance Outcomes:

1. In a practical application, the student will recognize elements of traffic code violations as defined in 42-2, 3 & 4 C.R.S.
2. The student will recognize the purpose of the model traffic code, as adopted by local governments.

Recommended Source Material:

Colorado Revised Statutes, Title 42

E. Victims' Rights and Domestic Violence

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of the laws relating to victim and witness rights, and how to effectively recognize and investigate domestic violence incidents.

Specific Performance Outcomes:

1. The student will explain the provisions of C.R.S. Title 24, Article 4.1, and the procedures for locating assistance for victims and witnesses to crime.
2. The student will apply the elements of domestic abuse, and the

duties of peace officers as outlined in the C.R.S. to a series of fact patterns.

3. Given a case study, the student will apply the problem-solving responsibilities of a peace officer at the scene of a domestic dispute consistent with officer safety, child abuse statutes, criminal statutes involving crimes against persons and conflict resolution.

Required Source Material:

Colorado Revised Statutes

Recommended Source Material:

Colorado Peace Officers Handbook, Latest Edition Blue 360 Media)

Understanding Community Policing: A Framework for Action (Office of Justice Programs, Bureau of Justice Assistance)

III. PATROL PROCEDURES

REQUIRED HOURS: 4

A. Officer Survival

Required Minimum Hours: 4

General Learning Goal: The student will understand the mental, physical and tactical preparations required to survive on the job.

Specific Performance Outcomes:

1. Examine the circumstances in which peace officers are killed in order to recognize the elements involved in police combat confrontations.
2. Identify techniques for mental and physical preparation necessary to respond to critical incidents to include:
 - a. Crisis rehearsal
 - b. Positive self-talk
 - c. Physical fitness
 - d. Mental wellness
3. Describe an officer's focus of attention by using the awareness spectrum and the triad of tactical thinking.

4. Explain the importance of tactical readiness through officer competency and equipment readiness
 - a. physical conditioning
 - b. emotional/mental health
 - c. equipment readiness/competency
5. Identify the decision-making process during a use of force.
6. Recognize the pre-attack indicators offenders may display prior to an attack on officers.
7. Evaluate the “Deadly Errors” and the “Fatal Tendencies” for maintaining officer safety.

Recommended Source Material:

“Annual Report of Law Enforcement Officers Killed & Assaulted”, FBI
www.fbi.gov

Street Survival II: Tactics for Armed Encounters, Remsburg, Marcou, Glennon (Calibre Press)

Tactics for Criminal Patrol, Remsburg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsburg (Calibre Press)

Deadly Force Encounters (Second Edition), Artwohl, Christensen

Officer Down Code 3, Brooks (Motorola Teleprograms Inc)

Force Science Institute

IV. USE OF FORCE

REQUIRED HOURS: 4

A. Civil and Criminal Liability

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of the use of force, reporting the use of excessive force, and the use of deadly force and related legal issues.

Specific Performance Outcomes:

1. The student will explain the role of use of force considerations including but not limited to C.R.S. 18-1-701 through 710 and 18-8-801 through 18-8-804.
2. The student will provide alternatives to the use of deadly force based upon a subject's actions and behavior.
3. The student will describe the physiological and psychological forces that affect a person threatened with danger.

Recommended Source Material:

Colorado Peace Officers Legal Source Book (Colorado District Attorneys Council/Colorado Attorney General)

Colorado Revised Statutes

V. PROFESSIONAL SKILLS - REMEDIATION/ QUALIFICATION
REQUIRED HOURS: 48

A. Arrest Control Training Program
Required Minimum Hours: 16

General Learning Goal: The student will explain and demonstrate the basic principles of arrest control as it applies to physical control, searching, application of handcuffs, use of an impact instrument, weapons retention and retrieval, escort control and ground fighting.

Specific Performance Outcomes:

1. The student will identify, discuss, explain and demonstrate the proper application of handcuffs in both low and high-risk situations; explain and demonstrate verbal commands, proper stance, and maintaining physical control of the subject during the handcuffing procedure, to include proper application of the handcuffs.
2. The student will identify, discuss and demonstrate proper search techniques during low risk and high-risk situations, and explain and demonstrate verbal commands, and control of the subject during the search process.
3. The student will identify, discuss and demonstrate an escort control hold prior to applying handcuffs; explain and

demonstrate verbal commands, control of the subject, and movement of the subject to a secure location; and then application of the handcuffs or release of the subject for interview or interrogation.

4. The student will identify, discuss and demonstrate how to maintain control of his/her weapon while the weapon is holstered, by a subject who is attempting to disarm him/her.
5. The student will identify, discuss and demonstrate how to regain control of his/her weapon after being disarmed.
6. The student will identify, discuss and demonstrate the proper use of an impact weapon in defense of an unarmed attack.
7. The student will identify, discuss and demonstrate a basic knowledge of ground fighting, to include escape and recovery from an attack when on the ground with a suspect.

B. Law Enforcement Driving

Required Minimum Hours: 16

General Learning Goal: The student will explain the legal aspects associated with emergency vehicle operation, demonstrate skills required for operation of a law enforcement vehicle and explain the factors that affect law enforcement driving.

Specific Performance Outcomes:

1. The student will identify, discuss and explain statutory law, case law and principles of liability governing police vehicle operations.
2. The student will identify and demonstrate proper non-emergency driving skills and defensive driving methods.
3. The student will identify, discuss, explain or demonstrate the various skills and techniques necessary to safely operate a vehicle on an emergency response or vehicle pursuit.

C. Firearms Training Program

Required Minimum Hours: 16

General Learning Goal: The student will demonstrate the basic principles of shooting a handgun.

Specific Performance Outcomes:

1. The student will demonstrate the basic techniques of marksmanship and shooting using a handgun that will include, but not be limited to:
 - a. Stance
 - b. Grip
 - c. Sight picture/sight alignment
 - d. Trigger manipulation
 - e. Breath control
 - f. Follow through/recovery
 - g. Presentation
2. The student will safely and effectively demonstrate using a handgun.
 - a. Ammunition management
 - b. Weapons status
 - c. Malfunctions
3. Only one weapon system must be taught, and all safety rules must be adhered to.
4. The student will explain, discuss, and demonstrate the firearms role regarding use of force and the importance of "mindset".
5. The student will demonstrate commonly recognized survival-based shooting techniques.

**VI. SKILLS TESTS AND WRITTEN CERTIFICATION
EXAMINATION**

REQUIRED HOURS: 10

A. Arrest Control Performance Test

Required Minimum Hours: 2

1. All students must successfully complete a skills test out examination in accordance with the discipline being taught. If the program does not have a student test out, then each student at a minimum must successfully complete the arrest control skills test as used in the provisional/renewal of certification process.

B. Law Enforcement Driving Performance Test

Required Minimum Hours: 2.75

1. Three-lane perception/reaction to be done under normal driving conditions (minimum speed - 30 MPH).
 - a. Electric lights or visual indicator is required
 - b. Minimum speed 30 MPH
2. Low-speed precision driving course to include backing through a cone pattern 150-feet in length demonstrating a left and right pattern through a curved course.
3. Precision maneuverability road course to include a 90-degree left and right turn, a 180-degree turn, and a high-speed lane change at 40 to 45 MPH.
4. Braking technique - straight line course (minimum speed- 40 MPH).

C. Firearms Performance Test

Required Minimum Hours: 2.75

1. The student will qualify with a handgun on a range with a score of one hundred percent (100%) with a maximum of three formal attempts utilizing the POST approved Handgun Qualification Course.
2. A formal attempt on the Handgun Qualification Course is an announced attempt prior to the qualification for record (it is not a practice attempt).
3. If the student fails all three formal attempts on the Handgun Qualification Course, the student must successfully complete the

entire Firearms Training Program in a POST approved basic or reserve academy for peace officer certification.

D. POST Written Certification Examination

Required Minimum Hours: 2.5

1. The student must meet all of the requirements of POST Rule 10, Rule 11, Rule 13 and Rule 15, and the requirements of the attended Refresher Academy. Students may take the written certification exam prior to successful completion of skills testing. All skills testing and written examinations must be successfully completed within two years from the end date of the academy.
2. Colorado POST sets a passing score that reflects the level of knowledge and skills required for minimally competent performance as an entry-level peace officer in the State of Colorado. POST uses national testing standards in setting the passing score which falls on a test score scale that ranges from 0 to 100. This cut score definition will go into effect upon the implementation of the reformulated test items for the POST certification exam. Rule 21(f)(I)(B)(1)

ARREST CONTROL TRAINING PROGRAM

Effective December 1, 2023

The purpose of the Peace Officer Standards and Training (POST) Arrest Control Training curriculum is to provide comprehensive arrest control training through the combined use of a traditional classroom model and interactive scenario events designed to test and develop the students' skills. Initial skill training will consist of classroom and lab to provide students with the opportunity to learn and practice physical skills through instruction, repetition and testing. The next phase of training is designed to apply those skills in a safe but more challenging environment dealing with situations that officers might face in the line of duty. Academy instructors are tasked with including all elements of an adult learning model in order to maximize understanding, application and retention of academy material.

Students will meet each learning objective listed. Academies must provide at least 62 hours of arrest control instruction. Academy directors are given discretion to increase the number of hours in each subsection in order to meet individual needs.

MINIMUM REQUIRED HOURS: 62

I. ARREST CONTROL ORIENTATION

Required Minimum Hours: 1

General Learning Goal: The students will understand the safety rules and procedures including the site safety plan.

Learning Objectives:

- A. All students will advise of any injuries and pre-existing conditions that would prohibit participation. If necessary, students should complete a medical record release waiver.
- B. Students will receive all applicable training materials based on the individual program's standards.
- C. The students will understand the safety rules established during orientation for conduct in class and labs.
- D. All students will perform warm-up exercises and stretching exercises before performing any lab activities.
- E. All students will immediately report any injuries to the instructors.

II. USE OF FORCE CONSIDERATIONS

Required Minimum Hours: 2

General Learning Goal: The students will discuss and understand use of force and its legal issues.

Learning Objectives:

- A. The students will discuss and understand the role of arrest control techniques and tactics in the use of force including, but not limited to § 18-1-707 and § 18-8-801 through § 18-8-803, C.R.S.
 - 1. The students will discuss and understand the difference between general control and physical control
 - 2. The students will discuss and understand the following state statutory requirements:
 - a. Law Enforcement Integrity
 - (1) § 24-31-901, C.R.S, Definition including: (1) Contacts, (4) physical force, and (5) Serious Bodily Injury.
 - b. Justification and exemptions from criminal responsibility.
 - (1) § 18-1-704, CRS: Use of physical force in defense of a person.
 - (2) § 18-1-706, CRS: Use of physical force in defense of property.
 - c. § 18-1-707, C.R.S.: Use of physical force in making an arrest or in preventing an escape.
 - d. Offenses relating to use of force by peace officers-duty to intervene (3) 18-8-803, C.R.S.: Use of excessive force.
 - e. Federal civil violations (1) 42 U.S.C. § 1983: Civil Action for deprivation of rights.
- B. The students will discuss and understand the implications Constitutional case law will have in the use of force.

1. Fourth Amendment rights (*Graham v. Conner*, 490 U.S. 386 (1989) U.S. Supreme Court)
 2. Fourteenth Amendment rights (*Johnson v. Glick*, 481 F.2nd 1028 (2d Cir. 1973) United States Court of Appeals, Second Circuit)
- C. The students will discuss and understand proper documentation for arrests and use of force.
1. Instruction should be given on proper documentation on not only arrest but also cases of use of force (Example: Use of force reports)
 2. Proper documentation in use of force cases should include, but is not limited to:
 - a. Officer arrival
 - b. Officer observations
 - c. Subject actions
 - d. Type of arrest control or tools used
 - e. De-escalation technique used
 - f. Were there injuries and was medical attention sought

III. DE-ESCALATION OF FORCE

Required Minimum Hours: 2

General Learning Goal: The student will explain the concept of "de-escalation of force" and force options, in accordance with CRS 24-31-315(1).

Learning Objectives:

- A. The student will explain and discuss necessary verbal skills and the role they play in the de-escalation of force.
 1. Types of skills
- B. Verbal
 1. The importance of using loud, repetitive verbal commands during subject control in order to gain compliance
- C. Non-verbal
- D. Interpersonal communication

1. Listening
2. Physical

Students will be given an overview of Risk Assessment Response and their uses in arrest control tactics. (Example: Verbal de-escalation techniques should be used with available cover for safety)

IV. ALTERNATIVES TO THE USE OF DEADLY FORCE

Required Minimum Hours: 2

General Learning Goal: The students will discuss and understand alternatives to the use of deadly force.

Learning Objectives:

- A. The students will receive an overall introduction to less-lethal uses of force.
 1. Less-lethal force defined
 2. The students will discuss and understand the various less-lethal force options that are commonly available to officers
 3. The students will discuss the relationship between less-lethal devices and other use of force options

V. BALANCE AND MOVEMENT

Required Minimum Hours: Lab 1

General Learning Goal: The students will demonstrate minimum physical balance and movement proficiency needed during the arrest procedure.

Learning Objectives:

- A. The students will demonstrate minimum proficiency in proper balance and movement prior to and during the arrest procedure.

- B. The students will understand footing and other conditions that may limit response to a threat.
- C. The students will learn to stay alert, keeping their firearm protected from the subject, their weight evenly distributed, and their feet shoulder width apart.

VI. PERSONAL WEAPONS AND OTHER HAZARDS

Required Minimum Hours: 1

General Learning Goal: The students will be able to readily identify personal weapons and other potentially dangerous hazards and demonstrate the proper use of personal weapons.

Learning Objectives:

- A. The students will be able to demonstrate the proper use of personal weapons such as the hands, head, knees, elbows and feet.
- B. The students will show an awareness for potential weapons that a suspect may use.
- C. The students will show an awareness for the friends or associates of the suspect.
- D. The students will understand the concept of escape routes as it relates to a suspect and an officer.

VII. SEARCHING AND HANDCUFFING TECHNIQUES

Required Minimum Hours: Lab 8

General Learning Goal: The students will demonstrate proficiency in searching and handcuffing techniques. The use of training handcuffs shall not be permitted in a basic training class except during section XV, Individual Arrest Control Programs.

Learning Objectives:

- A. The students will demonstrate proficiency in conducting a systematic search to include:
 - 1. Understanding tactical considerations when approaching a suspect including conducting a visual search
 - 2. Demonstrate a complete systematic search, starting with high-risk areas
 - 3. Demonstrate an understanding of searching common areas on a suspect's body where weapons and contraband can be concealed

- B. The students will demonstrate proficiency in controlled handcuffing procedures to include:
 - 1. Explaining the appropriate legal justifications for handcuffing a subject
 - 2. Understanding the tactical considerations for safely handcuffing a suspect
 - 3. Demonstrating proper handcuffing techniques to include, but not limited to:
 - a. Compliant handcuffing
 - b. Controlling resistive behavior during handcuffing
 - c. High-risk handcuffing
 - 4. Understanding the risk of injury to a subject from handcuffing
 - 5. Understanding proper handcuff selection and maintenance

VIII. CONTROL TECHNIQUES

Required Minimum Hours: 4

General Learning Goal: The students will demonstrate proficiency in basic techniques for gaining control over suspects.

Learning Objectives:

- A. The students will demonstrate proficiency in control holds including, but not limited to:
 - 1. Control and escort
 - 2. Pre-arrest and arrest situations
 - 3. Team control techniques

- a. Multi-officer techniques for controlling a suspect
 - b. Officers surround suspect
 - c. “Trigger” word for action
 - d. Limb control: handcuff and/or hobble
 - e. Sit subject up in an upright position or place them in a recovery position on their side
 - f. Decision as to medical transport or police transport
4. Practical exercises and demonstration of techniques
- a. Tactical positioning
 - b. Limb control / take-downs to include legs and arms
 - c. Head and neck stabilization
 - d. Handcuffing skills
 - e. Team contact, control and take-downs

IX. NECK RESTRAINTS

Required Minimum Hours: 2

General Learning Goal: The students will understand the effects of, and defense against, neck restraints.

Learning Objectives:

- A. The students will understand the legal implications of applying neck restraints as it relates to use of force, and the associated dangers to the recipient.
- B. The student will understand the differences between respiratory and vascular neck restraints as defined in §18-1-707.
- C. The student will be able to demonstrate effective defenses against neck and choke holds.

X. GROUND TACTICS AND DEFENSE

Required Minimum Hours: 8

General Learning Goal: The students will demonstrate and have a basic understanding of the physical and psychological aspects of ground tactics and defense.

Learning Objectives:

- A. The students will be able to demonstrate basic defense concepts while on the ground, including but not limited to:

1. Avoiding a ground defense situation when possible
2. Fighting to and from the ground
3. Going to the ground while minimizing injuries
4. Control techniques to and from the ground
5. Uniform and equipment concerns including getting access to weapons
6. Considerations of using a weapon from the ground
7. Techniques for recovering to standing from ground situations

XI. IMPACT INSTRUMENTS

Required Minimum Hours: 4

General Learning Goal: The students will demonstrate the use and targeting of an impact instrument.

Learning Objectives:

- A. The students will demonstrate minimum proficiency in the appropriate use of an impact instrument.
- B. Students will understand the legal justifications for the use of impact instruments.
- C. Students will be able to discuss appropriate target areas depending on the level of force required.

XII. EDGED WEAPON

Required Minimum Hours: 3

General Learning Goal: The students will understand the inherent dangers of dealing with a person with an edged weapon and will demonstrate edged weapon defense tactics.

Learning Objectives:

- A. Demonstrate basic edged weapon defense.
- B. Demonstrate defense options in an edged weapon attack.

XIII. RETENTION AND RETRIEVAL OF WEAPONS AND INSTRUMENT

Required Minimum Hours: 4

General Learning Goal: The students will demonstrate control and retrieval of weapons and other instruments carried.

Learning Objectives:

- A. The students will demonstrate proficiency in control and retrieval of weapons which will include, but are not limited to:
 - 1. Handguns
 - 2. Impact instruments
 - 3. Chemical agents
 - 4. Holsters
 - 5. Long guns

XIV. CUSTODIAL CARE

Required Minimum Hours: 2

General Learning Goal: The students will understand and demonstrate procedures and techniques for custodial care.

Learning Objectives:

- A. Students will learn and understand procedures for transport of subjects who are in custody.
- B. Students will learn and understand procedures for first aid and transfer to medical care of subjects who are in custody.
- C. The students will learn and understand law enforcement role in violent encounters with subjects in altered mental states or a justifiable medical emergency as defined in CRS 25-3.5-103.
 - 1. Observable behaviors and indications
 - 2. Pre-planning and resources
 - 3. Compliance and de-escalation tactics
 - 4. Restraints and transfer to medical care
 - 5. Discussion of CRS and research

6. INDIVIDUAL ARREST CONTROL PROGRAMS

Required Minimum Hours: 6

General Learning Goal: The students will discuss areas and issues of individual programs and demonstrate their application.

Learning Objectives:

- A. Explain and discuss areas and issues pertaining to specific individual arrest control programs to include escalation and de-escalation of force.

- B. Demonstrate practical application of arrest control through such methods as:
 - 1. Testing
 - 2. Role-playing
 - 3. Flow Drills. Flow drills are defined as linking different skills into one cohesive system. An example would be placing a subject into an escort position, transitioning to a take-down due to resistance, and then flowing into an appropriate handcuffing technique.
 - 4. Force-on-force (e.g., RedMan)

XV. DRILL TRAINING

Required Minimum Hours: Lab 10

General Learning Goal: The students will participate in scenario based drill training exercises that will require them to incorporate information and techniques from various arrest control training blocks into one exercise.

Learning Objectives:

- A. There will be at least two scenario based training days in each academy. One will be near the midpoint of training; the other will be near the end. Students will participate in multiple scenario based trainings during each date in order to practice skills taught in a simulated “real life” environment.

- B. Students will apply all of the following techniques to the drill training to include, but not limited to:
 - 1. Proper initial approach and contact
 - 2. Verbal skills
 - 3. De-escalation of the subject or scenario
 - 4. Escalation and de-escalation of force
 - 5. Self-defense
 - 6. Arrest control
 - 7. Overcoming resistance
 - 8. Proper follow-up procedures, such as handcuffing, rendering aid, etc.
- C. Students will understand the safety instructions provided for the drill training exercises including identification of the safety officer.
- D. A safety officer is a person who is not directly physically involved in the drill training scenario whose function is to watch the scenario in order to identify any dangerous situation before an injury occurs and is able to end the exercise if unsafe conditions are identified. The safety officer is recommended to be an arrest control instructor and shall not be a student.

XVI. TESTING

Required Minimum Hours: 2

General Learning Goal: The students will demonstrate knowledge and proficiency of the content and techniques learned in the *Arrest Control Training Program*.

Learning Objective:

- A. All students will be required to pass a written and practical test.

XVII. TRAINING RECOMMENDATIONS

- A. Recommended mat area needed for training: A 14' x 14' area is recommended per pair of students for all lab portions of this course.

XVIII. POST INSPECTIONS

- A. Inspections may be conducted at any time during the program and may be either announced or unannounced inspections.
- B. In addition to the documentation required by Rules 21 and 24, the following items must be available during inspections:
 - 1. Daily schedules that include:
 - a. Proposed and completed training dates
 - b. Topics of instruction
 - c. Number of hours of lecture and lab per topic
 - d. Student and instructor ratios
 - 2. Current lesson plan being used for the program
 - 3. Manual or supportive material that corroborates the lesson plan
 - 4. Scripts of the individual drill training scenarios
 - 5. Test questions with answer key
 - 6. Practical test and evaluation form

LAW ENFORCEMENT DRIVING PROGRAM

Effective July 1, 2017

MINIMUM REQUIRED HOURS: 44

Lab*	32
Lecture	8
Training (lab or lecture at lead instructor's discretion)	4
TOTAL	44

****Includes a minimum of 3 hours night driving***

****Driving simulators may be used to supplement but not replace required track time***

General Learning Goal: The student will explain the legal aspects associated with emergency vehicle operation, demonstrate skills required for operation of a law enforcement vehicle and explain the factors that affect law enforcement driving.

I. LEGAL ASPECTS

Learning Objective:

The student will identify, discuss and explain statutory law, case law and principles of liability governing police vehicle operations.

A. Non-Emergency Driving

1. State statutes requirements
2. Agency policy
3. General, civil liability

B. Emergency Driving

1. State statute requirements: § 42-4-108, CRS
 - a. § 42-4-213, C.R.S.: Audible and Visual Signals
2. "Due regard for safety" explanation of state law
3. Agency policy

4. General civil liability
 - a. Negligence
5. Examples of current case law
6. Identify means by which an agency or officer can be held liable

C. Pursuit Driving

1. State statute requirements: § 42-4-108, C.R.S.
 - a. § 42-4-213, C.R.S.: Audible and Visual Signals
2. "Due regard for safety" explanation of state law
3. Agency policy
4. General civil liability
 - a. Negligence
 - b. Civil rights violations
 - c. Unreasonableness
5. Examples of current case law
 - a. Identify means by which held liable
6. Civil liability
 - a. Accountable for errors or omissions while operating a police vehicle
 - b. "Duty to protect" explanation
7. Liability of supervisors
 - a. Direct
 - b. Vicarious
 - (1) Failure to supervise
 - (2) Failure to train
 - (3) Failure to discipline
8. Vicarious liability of agencies
 - a. Policy subject to liability
 - b. Deliberate indifference
 - c. Negative retention

D. Occupant Restraint System

1. Statutory requirements

- a. § 42-4-237, C.R.S.: Mandatory use and exemptions
 - b. Advantages of using occupant restraints while operating an emergency vehicle
 - (1) Agency policy
 - (2) Worker's Compensation requirements
- E. The responsibility for remaining current with case law pertaining to law enforcement driving rests with the lead driving instructor of each academy. Resources: local district attorney, state attorney's office, National Traffic Center.

II. NON-EMERGENCY DRIVING SKILLS

Learning Objective:

The student will be able to identify and demonstrate proper non-emergency driving skills and defensive driving methods.

- A. Driver's Attitude and Condition
- B. Driver's Skill and Abilities
- C. Vehicle's Capability and Condition
 - 1. Make a visual pre-drive inspection of the vehicle
 - 2. Vehicle condition
 - a. Use by other officer
 - b. Maintenance of the vehicle
- D. Driving Environment
 - 1. Road, weather, and traffic conditions
 - 2. Always being aware of an "out" or escape maneuver/route in an emergency development
- E. Acceleration and Deceleration
 - 1. "The greater the speed, the longer it takes to stop"
 - 2. Brake fade is due to "over-use" of the system
 - 3. Factors affecting a vehicle

4. Understeer:
 - a. The front tires lose traction before the rear tires and gives the sensation of not steering into the turn - "Plowing".
5. Oversteer:
 - a. The rear tires lose traction and slip towards the outside of the curve and cause the rear of the vehicle to take a wider path through the turn than the front of the vehicle.

F. Steering and Cornering Skills

1. The 9 and 3 hand position on the steering wheel and/or the 8 and 4 hand positions are the only acceptable hand positions. These positions are to be taught along with the shuffle steering technique or modified shuffle steering.
2. Line of travel
 - a. Centripetal force: center seeking force which acts upon a body in motion in a circular or semi-circular motion that is directed to the center of curvature or axis of rotation.
 - b. Centrifugal force: center fleeing force which acts upon a body in motion in a circular or semi-circular motion that is directed away from the center of the curvature or axis of rotation.

G. Skid Avoidance and Control

1. Speed and Traction
2. Road surface
 - a. Friction
 - (1) Static: at rest (no motion)
 - (2) Rolling: one body going one way and the other body going the opposite direction (develops traction)
 - (3) Kinetic: the contact between two surfaces that are sliding together (no traction)

H. Collision Avoidance

1. Escape routes
2. Defensive and alert

- I. Accident survival
 - 1. Angle of impact
 - 2. Positioning of vehicle
 - a. Collision zone
 - 3. Collision selection
- J. Backing
 - 1. Vehicle backing instruction and exercises will be a part of academy programs. Acceptable instruction may include the use of mirrors, no use of mirrors, or a combination.
 - 2. Steering
 - a. Parallel parking
 - b. Positioning of hands and body
 - c. Changing Vehicle Direction
 - 3. "Y"/"J" turns
 - 4. "U" turn
 - 5. Pull in and back out
- K. Radio Use
 - 1. Divided attention

III. EMERGENCY RESPONSE AND VEHICLE PURSUIT DRIVING SKILLS

Learning Objective:

The student will be able to identify, discuss, explain or demonstrate the various skills and techniques necessary to safely operate a vehicle while on an emergency response or vehicle pursuit.

- A. Legal Limitations
 - 1. Limitations based on State Statutes
 - a. § 42-4-213, CRS: Audible and visual signals on emergency vehicles

- b. § 42-4-108, CRS: Public officer to obey provisions – exceptions for emergency vehicles
 - c. § 42-4-805(8), CRS: Pedestrians yielding to an emergency vehicle
 - d. § 42-4-705, CRS: Operation on approach of emergency vehicles
 - 2. Limitations based on departmental policy
- B. Driving Position
 - 1. Seat Position
 - 2. Proper steering wheel position
 - 3. Police equipment
 - 4. ALWAYS wear the occupant restraints in the proper manner
- C. Steering
 - 1. The 9 and 3 hand position is required instruction; other hand positions are optional instruction.
 - 2. Instruction is required on the shuffle steering technique, with the hands not going beyond the twelve o'clock position.
 - a. "Crossover" or "arm lock" is acceptable in emergency avoidance situations.
 - b. Other steering technique instruction is optional.
 - 3. Eye movement.
- D. Braking
 - 1. Locked wheel skid: all wheels are locked up and the tires are skidding on the road surface.
 - 2. Threshold braking: braking the vehicle to the point just before the wheels lock up.
 - a. Incipient skid
 - 3. "Rolling friction"
 - a. Steering

4. Anti-lock Braking System (ABS)
- E. Acceleration
1. Traction
- F. Vehicle Dynamics
1. Friction
 - a. Static
 - b. Rolling
 - c. Kinetic
 2. Centripetal Force
 3. Centrifugal Force
 4. Explanation of differences in various wheel drives, i.e., front wheel drive and four wheel drive.
 5. Liability for specific drive vehicles other than rear wheel drive rests with the department that employs the recruit.
- G. Skid Control
1. Rolling friction
 - a. Spin out
 - b. Hydroplaning
- H. Cornering
1. Oversteer
 2. Understeer
 3. Line of travel
 - a. Speed
 - b. Position
 4. Apex
 - a. Entrance
 - b. Exit

I. Emergency Equipment

1. Limitations: lights/sirens
2. Effects on Other Drivers
3. Use of the Emergency Radio

J. Speed of the Emergency Vehicle

1. Environmental conditions
 - a. Weather
 - b. Traffic
 - c. Road surface
2. Vehicle condition

K. Night Driving

1. Night driving practice is required after the completion of 12 hours of daylight track driving time.
2. Night driving shall start no earlier than thirty (30) minutes prior to sunset.

IV. MENTAL ASPECTS OF NON-EMERGENCY DRIVING

Learning Objective:

The student will identify, discuss and explain mental aspects of non-emergency driving.

A. Psychological Aspects

1. Routine
 - a. Same shift, same area
 - b. Poor posture
 - c. Poor Driving Habits
2. Emotional State
 - a. Personal Problems
 - b. Job Pressures

3. Fatigue
 - a. Long time spans in the vehicle
 - b. Shift work
 - c. Off-duty employment/education
 - d. Lack of rest
 - e. Conditioning

B. Driving Process

1. Identify
 - a. Mental
2. Analyze
 - a. Mental
3. Decide
 - a. Mental
4. Execute
 - a. Mental
 - b. Physical

V. MENTAL ASPECTS OF PURSUIT DRIVING

Learning Objective:

The student will identify, discuss, and explain mental aspects of pursuit driving.

A. Psychological Mind Set

1. Routine
2. Non-routine
 - a. Higher speed
 - b. High stress
3. Physical Response
 - a. Adrenaline flow
 - b. Tunnel vision
4. "Have to win"

- B. Judgment Considerations
 - 1. Legalities
 - a. Administrative policy
 - b. Liabilities – recent court decisions
 - c. State law
 - 2. Win
 - a. No injuries or damages
 - b. No complaints or lawsuits
 - c. Positive or no media coverage
 - 3. Lose
 - a. Injuries or damages
 - b. Lawsuits filed
 - c. Negative media coverage
 - 4. Evaluation
 - a. Department policy
 - b. Type of crime
 - c. Danger to others
 - d. Weather conditions
 - e. Road surface
 - f. Re-valuation
 - 5. Use of force continuum
 - a. Deadly force
- C. Post Pursuit
 - 1. Adrenaline control
 - 2. Injuries/Damage
 - 3. Documentation

VI. MENTAL ASPECTS OF EMERGENCY DRIVING

Learning Objective:

The student will be able to identify, discuss, and explain mental aspects of emergency driving.

- A. Psychological Aspects (Nature of the Call)
 - 1. Routine to non-routine
 - 2. Property crime
 - 3. Persons crime
 - 4. Life threatening
 - a. Weapons
 - b. Injuries
 - 5. Officer Assistance
 - a. Emergency
 - b. Non-emergency

- B. Judgment Considerations
 - 1. Administrative policy
 - a. Marked vehicle/unmarked vehicle
 - 2. State law
 - a. Emergency equipment
 - 3. Civil liability
 - 4. Nature of the call
 - 5. Re-evaluation
 - a. Location
 - b. Traffic
 - 6. Suspects
 - a. Description
 - b. Direction of travel

VII. VEHICLE STABILITY CONTROL

Learning Objective:

The student will be able to identify, discuss, and explain the specific differences that a vehicle equipped with Stability control versus a vehicle that does not.

- A. Stability Control is a term used to describe the various different electronic vehicle stability control programs in every vehicle manufactured since 2012
- B. The degree of the program's control over the vehicle depends on the manufacturer
- C. The mechanical systems on a vehicle that are affected by Stability Control
 - 1. Braking system
 - 2. Transmission
 - 3. Rear differential
 - 4. Front differential
 - 5. Throttle
- D. Steering, throttling and braking techniques affected by Stability Control programs
 - 1. Throttle increases when cornering may be affected by Stability Control
 - 2. Increasing throttle to stabilize and/or regain traction when the vehicle is in an oversteer skid may be inhibited by Stability Control
 - 3. Utilizing throttle to stabilize and/or regain traction when the vehicle is in an understeer skid may be inhibited by Stability Control
 - 4. Throttle increases to stabilize the vehicle's lateral axis may be inhibited
 - 5. Some braking techniques may be affected by Stability Control

VIII. TESTING

- A. Skills Performance Tests, required for each student:
 - 1. Three-lane perception/reaction to be done under normal driving conditions (minimum speed – 30 MPH).
 - a. Electric lights or visual indicator is required
 - b. Minimum speed 30 MPH
 - 2. Low-speed precision driving course to include backing through a cone pattern 150 feet in length demonstrating a left and right pattern through a curved course.
 - 3. Precision maneuverability road course to include a 90-degree left and right turn, a 180-degree turn, and a high-speed lane change at 40 to 45 MPH.
 - 4. Braking technique – Straight-line course (minimum speed 40 MPH).
 - 5. Cornering, low speed 25 to 30 MPH; high speed 40 to 45 MPH.
 - 6. Demonstrated ability to operate a hand-held police radio while driving at speed.
- B. The skills performance tests will be skill-based and may be scored numerically or by a time passing score, seventy percent (70%) or better.
- C. Written Exam Required
 - 1. Includes a minimum of 20 questions related specifically to driving
- D. Any missed mandatory track time must be made up prior to the completion of testing.

Recommended Source Material Only:

IADLEST Manual – “Law Enforcement Driver Training Reference Guide 2007”

IX. POST INSPECTIONS

- A. Inspections may be done at any time during the entire program.

- B. In addition to the documentation required by Rules 21 and 24, the following items must be available during inspections:
 - 1. Daily schedule that includes the dates, exercises to be conducted, and lecture hours per date, as applicable.
 - 2. Test questions with answer key.
 - 3. Grading sheets for the skills performance tests.
 - 4. Diagrams of all cone patterns and exercises conducted during the program, with measurements.

X. DRIVING TRACK/AREA

- A. Driving site must be approved by the SME driving committee.
 - 1. Site approval will be through a video of the facility.
- B. The driving site must be free of obstructions that interfere with the safe operation of vehicles executing driving exercises.
- C. The primary driving surface must be asphalt or concrete.
 - 1. Other road surfaces (i.e. gravel, dirt) may be used for special exercises.
- D. Safety of trainees and instructors will be a primary consideration at all times.
- E. Track Time Considerations
 - 1. Ten percent (10%) of track time may be used to set cones for exercises. If setup time exceeds ten percent (10%), it is to be deducted from track time.
 - 2. Travel time is not to be included in track time.

XI. VEHICLES

- A. Only “authorized emergency vehicles” suitable for the maneuvers to be performed can be used for training purposes.

- B. Suitability of vehicles for specific maneuvers must be in accordance with the vehicle manufacturer.
- C. Rental vehicles may be used to supplement authorized emergency vehicles for defensive driving techniques only.
- D. All practice vehicles must start each track day in a safe and operable condition. Due to unanticipated problems, a ratio of one vehicle to eight students is acceptable due to breakdowns. More than that is unacceptable for approved track time.
- E. A ratio of more than one vehicle to six students has no effect on track time.

FIREARMS TRAINING PROGRAM

Effective January 1, 2025

MINIMUM REQUIRED HOURS: 72

MINIMUM LIVE ROUNDS OF HANDGUN AMMUNITION FIRED: 1700

I. FIREARMS SAFETY

Required Minimum Hours: 4

General Learning Goal: The student will handle firearms in a safe manner.

Learning Objectives:

1. The student will demonstrate the safe handling of handguns, in all environments (especially the classroom), including, but not limited to:
 - a. Describe and demonstrate range safety and protocol
 - b. Explain safety rules for handguns
 - c. Discuss and explain common mechanical actions of firearms
 - d. Describe and discuss various methods of safely handling and storing the weapon on/off duty

- A. Four Rules of Firearm Safety
 1. All weapons must be treated as if they are always loaded
 2. Never let the muzzle of a weapon point at anything you are not willing to destroy
 3. Keep your finger off the trigger and out of the trigger guard until the sights are on the target and you are prepared to shoot
 4. Always be certain of the target and beyond

- B. The Firearms Pyramid: Safety, Marksmanship, Speed, Tactics (Teach Safety, Marksmanship, Speed, and Tactics in that Order)

- C. Handling of Handguns: Types and Actions
 1. Safeties on weapons: Decockers, grip-safeties, thumb-safeties

2. Single-action, single-action only, double-action, double-action only, single/double-action
 3. Rendering weapons safe
 4. Unfamiliar weapons
- D. Positioning of Handguns
1. Holstered and secured, or cased
 2. Ready (building-search, low-ready, and cover-search)
 3. On target
 4. Clearing/malfunctions/reloads (ensure muzzle is pointed down range even if the shooter must reposition his body slightly)
 5. Maintenance (ensure muzzle is pointed in a safe direction, remove magazine from the weapon and round from chamber before disassembly)
- E. On-Duty Safety
1. Carry condition
 2. Weapons handling: Holstered, in vehicles, in gun lockers, inside buildings, around/with other officers
- F. Off-Duty Safety
1. At home safety and security
 2. In public
- G. Range Safety
1. Protocols, range rules
 2. Practices

3. Fluorescent plastic dummy ammunition
4. Range commands
5. Firearms safety plan

H. Special Safety Considerations

1. Plainclothes (concealed/secured)
2. In restrooms
3. Alcohol and drug use
4. Ricochets
5. Dry-firing/dry-practice
6. Cleaning
7. Penetration

I. Lead Contamination Considerations

1. Lead and other contaminants are deposited at shooting ranges as rounds are fired. Particles can be dispersed in the air, lay on the ground, or seep into the soil. Health risks are:
 - a. Damage to the brain and nervous system
 - b. Behavioral problems and learning disabilities
 - c. Reproductive problems
 - d. Memory and concentration problems
 - e. Muscle and joint pain
2. Preventive measures while shooting
 - a. Avoid touching mouth/ face area
 - b. Wash your hands thoroughly with cold water and soap before eating and drinking
3. Preventive measures while policing the range
 - a. Do not use head gear to collect brass
 - b. Wear mask when sweeping the range. This is especially applicable for an indoor range

- c. Wash your hands thoroughly with soap and cold water when done
 - d. Avoid eating and drinking until your hands are clean
4. Preventive measures during weapon maintenance
 - a. Wear latex gloves if possible
 - b. Do not touch face/ mouth area. Avoid contact with your eyes
 - c. Clean weapon in area away from places where food is consumed
 - d. Avoid eating or drinking while using gun cleaning equipment
 - e. Insure cleaning equipment (rags, patches, etc.) Are disposed of properly
 - f. When done, wash hands thoroughly with soap and cold water
 5. Preventive measures after range departure
 - a. Consider changing your clothes as soon as possible. Wash separately from other clothing
 - b. Avoid tracking contamination into your residence by leaving your range shoes or boots outside
 - c. Shower when reasonably possible
 - d. Avoid contact with family members, especially small children, until you have changed clothes and showered

J. Firearms Training Program Live Fire Required/ Recommended Equipment

1. Required Equipment
 - a. Eye Protection
 - (1) OSHA Standard Z87.1 ANSI shatter proof, wrap around protection is recommended
 - (2) Clear lenses during dim light shooting
 - b. Hearing Protection
 - (1) OSHA Standard 1910.95, safe for 8 hours @ 85 decibels is recommended
2. Recommended Equipment
 - a. Brimmed hat
 - b. Body armor
 - (1) NIJ Standard 0101.03, 0101.04, Level IIA or higher
 - c. Individual first aid kit
 - d. New manufactured ammunition

II. EQUIPMENT SELECTION

Required Minimum Hours: 1

General Learning Goal: The student will explain and discuss equipment related to carrying and using a firearm.

Learning Objectives:

1. The student will explain and discuss various firearms equipment and alternatives including, but not limited to:
 - a. Service weapons
 - b. Firearms related equipment
- A. Weapons
1. Weapon type (semi-automatic pistol/revolver)
 2. Caliber
 3. Weapon fit/grip/control
 4. Action type
 - a. Single-action
 - b. Traditional double-action
 - c. Double-action only, safe-action, etc.
 5. Accessibility/comfort
 6. Reliability
 7. Agency standard (Uniform)
- B. Uniform Duty Equipment: Advantages and Disadvantages
1. Holsters
 - a. Level 1, 2, 3 retention
 - b. High ride, mid ride, low ride
 - c. Material: Leather, plastic, nylon
 - d. Maintenance/inspection
 2. Magazine carriers
 - a. Vertical covered
 - b. Horizontal covered
 - c. Vertical open top

- d. Maintenance/inspection
 - 3. Belts
 - a. Inner and outer belts
 - b. Belt keepers/positioning on belt
- C. Handgun Accessories: Advantages and Disadvantages
 - 1. Modification to manufacture equipment
 - a. Warranty
 - b. Agency standard
 - 2. Trigger modification/adapters
 - 3. Sights: Night, laser, laser grips, etc.
 - 4. Grips: Rubber/plastic/wood
- D. Magazines
 - 1. Duty
 - a. Factory and after market
 - b. Number carried
 - c. Compatibility with back-up weapons
 - d. Agency standard
- E. Red dot sight equipment handguns (if applicable): advantages/disadvantages
 - 1. Optic
 - a. Durability
 - b. Battery life
 - c. Dot adjustment
 - 2. Optic mounting
 - 3. Holster
 - 4. Back-up iron sights

III. WEAPON MAINTENANCE

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate how to clean and service a handgun.

Learning Objectives:

1. The student will demonstrate care and cleaning of a weapon including, but not limited to:
 - a. Nomenclature
 - b. Maintenance of weapon and ammunition
 - c. Field stripping

- A. Nomenclature
 1. Identify the major components of the handgun

- B. Clearing
 1. How to safely clear the law enforcement handgun
 2. Remove ammunition from cleaning area

- C. Field Stripping
 1. Semi-automatics
 - a. Take down the slide, barrel, and recoil spring assembly
 - b. Frame
 - c. Magazine

- D. Cleaning Equipment/Supplies
 1. Solvents
 - a. Toxic
 - b. Non-toxic (water based)
 2. Barrel/bore
 - a. Bore brushes: Bronze, nylon, stainless steel (differences, advantages, cautions)
 - b. Bore jag
 - c. Patches
 3. Other
 - a. Scrub brushes: Bronze, nylon, stainless steel (differences, advantages, cautions)

- b. Q-tips
- c. Pipe cleaners
- d. Shop rag
- e. Latex, rubber gloves

E. Cleaning

- 1. Semi-automatics
 - a. Frame
 - b. Slide: No solvent on night sights
 - c. Barrel
 - d. Magazine

F. Re-Assembly

G. Lubrication

- 1. Types of lubricant
 - a. Quality gun lubricant
 - b. DO NOT USE WD-40
 - c. Critical areas for lubrication
 - d. Critical areas NOT to lubricate
- 2. Function checks (use dummy rounds)
 - a. Lock back (empty magazine)
 - b. Feeding
 - c. Chambering
 - d. Extracting
 - e. Ejecting
 - f. Magazine drop
 - g. Firing Pin/Pencil Test (COMPLETELY UNLOAD HANDGUN, drop slide, point muzzle up, insert pencil with eraser end in barrel, press trigger, pencil should exit barrel)
- 3. Magazines: Check for serviceability

H. Ammunition

- 1. Abuse
- 2. Penetrating solvents

3. Rotation
 4. Remanufactured
 5. Check rounds before loading into magazine
- I. Red dot sight equipment handguns (if applicable)
 1. Lens care
 2. Regular battery replacement

IV. BASIC PRINCIPLES OF FIRING A LAW ENFORCEMENT HANDGUN

Required Minimum Hours: 10

General Learning Goal: The student will demonstrate the basic principles of shooting a handgun.

Learning Objectives:

1. The student will demonstrate the basic techniques of marksmanship and shooting using a handgun that will include, but not be limited to:
 - a. Stance
 - b. Grip
 - c. Sight alignment/sight picture
 - d. Trigger manipulation (trigger press)
 - e. Breath control
 - f. Follow through/recovery
 2. The student will demonstrate the proper presentation (draw) and holstering of the handgun.
- A. Weapons
 1. Weapon fit
 2. Safety check

B. Six Basic Fundamentals of Marksmanship

1. Stance
 - a. Stability
 - b. Mobility
 - c. Balance
 - (1) Three basic types of stances
 - (a) Isosceles – Feet shoulder width apart, toes pointing toward target. Body squared up to (facing) target, arms extended towards target, and elbows are not bent
 - (b) Weaver (Interview) – Feet shoulder width apart at 45 degrees to target, arms flexed, elbows down
 - (c) Modified (Combat Stance/Natural Action Stance) – The front of the strong foot on line with the back of the support foot, feet at least shoulder width apart, slightly more bend in the knees, leaning more at the waist towards the threat, upper body squared up, and arms extended straight towards the target
2. Grip
 - a. Gun hand position (pressure applied front and rear)
 - b. Support hand position (pressure applied side to side)
 - c. Proper arm tension
 - d. Isometric tension of hands – Push/pull using Weaver, 360-degree pressure using Isosceles
 - e. Amount of hand tension (firm grip)
 - f. Trigger finger position when not firing
 - g. Support/strong thumb position
3. Sight picture/sight alignment
 - a. Sight alignment – The alignment of the sights, both front and rear, with the eyes of the shooter
 - b. Sight picture – The relationship between the sights, target, and the eyes of the shooter
 - c. Use of eyes
 - (1) Both eyes
 - (2) Dominant eye
 - (a) Determination

4. Trigger manipulation (trigger press)
 - a. Pressing the trigger to the rear to discharge the weapon
 - b. Methods
 - c. Finger position
5. Breath control
 - a. Rapid fire on short strings of shots
 - b. Deliberate slow fire
6. Follow through/recovery
 - a. Follow through: Maintaining other marksmanship fundamentals through the firing cycle
 - b. Recovery: Acquiring a new sight picture after every shot with a proper trigger reset

C. Presentation

1. Basic draw of the weapon
 - a. Gun hand/proper grip begins with gun in holster
 - b. Withdraw straight up
 - c. Rotate weapon – Muzzle forward
 - d. Support hand joins strong hand for two-handed grip
 - e. Extend weapon towards target
 - e. Target acquisition
2. Close combat draw
 - a. Gun hand/proper grip begins with gun in holster
 - b. Withdraw straight up
 - c. Rotate weapon – Muzzle forward
 - d. Weapon retention/close to body
 - e. Support hand – Clear from weapon (guarded position)
 - f. Target acquisition
3. Holster the weapon
 - a. Basic draw technique in reverse
 - b. Support hand – Clear from muzzle when placing weapon in holster

- c. Eyes – Search/Scan 360 degrees before holstering; do not look at gun and holster while holstering. Keep your head and eyes up
- D. Red dot sight equipment handguns (if applicable)
 - 1. Zeroing
 - 2. Sight picture
 - a. Target focus
 - b. Superimpose dot on target
 - 3. Mechanical zero

V. WEAPON MANAGEMENT

Required Minimum Hours: 4

General Learning Goal: The student will safely and effectively demonstrate proper weapons management using a handgun.

Learning objectives:

- 1. The student will demonstrate correct loading/reloading and unloading which includes, but is not limited to:
 - a. Ammunition management
 - b. Weapon status
 - c. Malfunctions

Semi-Automatic Pistol: Advantages and Disadvantages

A. Unloading Semi-Automatic Pistols

- 1. Unloading
 - a. Point the muzzle in a safe direction
 - b. Remove the magazine from the pistol
 - c. Work the slide backwards to eject any round in the chamber
 - (1) Do not attempt to catch or prevent the round from falling to the ground
 - (2) Allow the round to fall to the ground
 - d. Use the slide stop to lock the slide back. Visually and physically inspect the chamber
 - e. Any instructions related to manufacture or agency procedures

B. Loading Semi-Automatic Pistols

1. Point the muzzle in a safe direction
2. With the slide locked back
 - a. Insert a loaded magazine into the magazine well and push firmly until it locks into place
 - b. Release the slide by either using the slide release lever or grabbing the serrated portion of the slide and pulling it back to chamber a round
3. With the slide forward in battery
 - a. Insert a loaded magazine into the magazine well and push firmly until it locks into place
 - b. Grasp the slide by the serrated portion and pull it all the way back
 - c. Release the slide and let the spring action carry the slide forward
 - d. Engage any appropriate safety or de-cocking lever

C. Tactical Reloading a Semi-Automatic Pistol: Advantages and Disadvantages

1. When
2. Left/right hand procedure
3. Benefits of going for fresh magazine first vs. the partial magazine first
 - a. Fresh magazine first: Used in cases where there is a magazine disconnect in the handgun. The advantage is that the gun will be able to fire the last few rounds as long as the magazine is seated in the gun. The disadvantage is that the officer will be handling two magazines in one hand under stress
 - b. Taking old magazine first: Used in most other cases. The advantage is that the motion more closely resembles the motion of a combat reload (commonality of training). The disadvantage is that the officer only has one round to shoot during the transition
 - c. Stowage of partial magazine

- D. Combat Reloading a Semi-Automatic Pistol: Advantages and Disadvantages
 - 1. When
 - 2. Left/right hand procedure
- E. Malfunction Clearance
 - 1. TAP-RACK-ASSESS (failure to fire, failure to eject)
 - 2. Unload gun and then reload gun (failure to extract)
 - a. Strip magazine or lock slide to the rear before stripping magazine
 - b. Work slide 2-3 times to eject shell casing
 - c. Place magazine into magazine well
 - d. Rack slide and assess threat
 - e. Other techniques may be taught at the lead instructor's discretion
- F. Malfunction Causes
 - 1. Feedway stoppages
 - a. Improper ammunition
 - b. Magazine not seated properly
 - c. Faulty magazine
 - d. Obstructed chamber
 - e. Slide stop early
 - 2. Failure to fire
 - a. Improper ammunition
 - b. Misfire or empty chamber
 - c. Magazine not seated properly
 - d. Broken firing pin/pin spring
 - e. Slide not in battery
 - 3. Failure to extract (double feed)
 - a. Improper ammunition
 - b. Dirty extractor
 - c. Dirty chamber
 - d. Broken/worn extractor
 - e. Stuck case

4. Failure to eject (stovepipe)
 - a. Improper ammunition
 - b. Magazine not seated
 - c. Weapon dirty/not lubricated
 - d. Broken ejector
 - e. Broken extractor
 - f. Limp wrist
 - g. Other

G. Weapon Status

1. Press check
 - a. Keep muzzle directed away from body parts
 - b. Visual vs. physical press check
2. In the holster
3. Out of the holster

H. Red dot sight equipment handguns (if applicable)

1. Objective lens failure
2. Emitter failure
3. Occluded lens

VI. DECISIONAL SHOOTING

Required Minimum Hours: 12

General Learning Goal: The student will explain, discuss and demonstrate the firearms role regarding the legal use of force.

Learning Objectives:

1. The student will identify and describe the physiological and psychological forces that affect a person threatened with danger including, but not limited to:
 - a. Legal shooting decisions
 - b. Shooter's responsibilities
 - c. Mind set conditions
 - d. De-Escalation
 - e. Medical aid considerations

Method of Instruction:

1. A minimum of 7 live fire decisional exercises must be conducted per student
 2. A minimum of 4 reality-based training scenarios must be conducted per student
 3. Ratio of one to one instructor to student ratio required during all live fire decisional exercises and reality-based training scenarios
- A. Discuss the Following Points Prior to Any Live Fire or Reality Based Training
1. The use of deadly force is authorized by law in the performance of an officer's duties. Review the Colorado statutes related to the application of deadly physical force;
 - a. A peace officer is justified in using deadly physical force to make an arrest only when all other means of apprehension are unreasonable given the circumstances, and:
 - (1) He or she has objectively reasonable grounds to believe, and does believe that the person has committed or attempted to commit a felony with the use or threatened use of a deadly weapon; and
 - (2) Without immediate apprehension the person remains an imminent threat to the officer or others by the use or threatened use of force that may result in SBI or death.
 - b. A peace officer is justified in using deadly physical force to defend himself or herself or others from what he or she reasonably believes is the use or imminent use of force that may result in SBI or death.
 - c. A peace officer is justified in using deadly physical

force if he or she has objectively reasonable grounds to believe, and does believe that the subject is attempting to escape by the use or threatened use of a deadly weapon, and without immediate apprehension remains an imminent threat to safety of the officer or others by the use or threatened use of force that may result in SBI or death.

- d. Prior to using firearms or other deadly physical force, a peace officer shall identify himself or herself as a peace officer and give a clear verbal warning of his or her intent to use firearms or other deadly physical force with sufficient time for the warning to be observed, unless to do so would unduly place peace officers at risk of injury, would create a risk of death or injury to other persons.
 - e. When force is used, the force employed shall not create a substantial risk of injury to other persons.
 - f. A peace officer shall not use deadly physical force to apprehend a person who is suspected of only a minor or nonviolent crime.
 - g. A peace officer has a duty to intervene to stop or prevent another officer from using excessive force. The intervention and excessive force must be reported.
2. Decisions to shoot must be based on the lawful use of deadly force; considerations (factors) found in case law are:
- a. *Graham v. Connor*, 490 U.S. 386 (1989) (SCOTUS):
 - (1) The question is whether the officer's actions are "objectively reasonable" in light of the facts and circumstances confronting the officers in each particular situation, without regard to their underlying intent or motivation.

- (2) “Facts and circumstances” of each particular case, considerations:
 - (I) The severity of the crime at issue
 - (II) Whether the suspect poses an immediate threat to the safety of officers or others.
 - (III) Whether the suspect is actively resisting arrest by flight.

- b. *Plumhoff v. Rickard*, 572 U.S. 765 (2014) (SCOTUS):
 - (1) The court held on the basis of the facts of this case that the officers were justified to continue firing at the suspect who was creating a severe threat to public safety until the threat to public safety had ended.

- c. Although not a legal standard, the following elements are a training tool to explain the justification for deadly force
 - (1) Ability (means) - the suspect's ability to cause serious bodily injury or death
 - (2) Opportunity - considerations are the suspect's proximity to a weapon, the officer, or others; obstacles between the suspect and officers; whether the suspect is restrained or not
 - (3) Intent – The officer’s perception of a threat or imminent threat the person presents to the officer or others based on the totality of the circumstances. The perception must be based on objective factors.
 - (4) Ability, opportunity, and intent must all be present for the office to articulate the justification of deadly physical force. The absence of one or more of these elements presents a risk to an officer, which allows for officers to de-escalate. When all three of these elements are present, there is a threat rather than a risk.

3. Responsibilities of the officer:
 - a. The officer is responsible for every round fired
 - b. The officer must be able to articulate the elements of Intent, Opportunity, and Ability

4. Mindset conditions (Awareness and readiness)
 - a. Awareness Spectrum – Can be defined by using the color code:
 - (1) White –Relaxed, unaware, unprepared
 - (2) Yellow – Relaxed awareness, aware of environment, easy to maintain
 - (3) Orange: High level of sensory awareness, specific alert, anticipation, full attention
 - (4) Red – UOF encounter – You are in jeopardy, react, use reasonable force based on the circumstances
 - (5) Black – Panic, hyper-vigilance, ill prepared

5. De-Escalation
 - a. Verbal de-escalation
 - b. Tactical de-escalation
 - (1) Tactical positioning
 - (2) Use of distance and cover
 - (3) Waiting for back-up
 - (4) Avoiding unnecessarily compressing time and distance
 - (5) Less intrusive means of force (where feasible)
 - (6) Disengagement
 - c. Physical de-escalation
 - d. Warning shoots should not be a means of de-escalation

6. Edged and blunt weapon considerations
 - a. When confronted by an offender armed with an edged or blunt weapon, the Graham standard must be applied based on the totality of the circumstances; not a mechanical application based on arbitrary

distances.

7. Medical Considerations

- a. If injury results from use of force, the officer will notify medical
- b. If the scene is safe, officers should apply first aid to the extent of their training when feasible based on the totality of the circumstances.
- c. As soon as feasible, officers should place the subject in a recovery position.
- d. Ensure that any identified relatives or next of kin of persons who have sustained SBI or death are notified as soon as practicable.

B. Live Fire Decisional Exercises

1. Targets must be a combination of shoot and don't shoot targets. Verbal warnings where feasible should also be included depending on the exercise
2. The students are required to articulate their decisions on each exercise based on the legal application of use of force

C. Reality Based Training Decisional Scenarios

1. A safety officer must be designated and safety procedures in place to ensure that no live ammunition and/or operable firearms are introduced into the training area where the scenarios are being conducted
2. Any medium that forces the student to react to a real person's actions or force can be used. Examples are paintball, Simunitions, Airsoft, and similar technologies
3. If the manufacturer of the medium has written safety guidelines, they will be adhered to
4. These scenarios should be scheduled to include items taught in building search, DIM LIGHT SHOOTING and TACTICAL SITUATIONS
5. The students are required to articulate their actions and the legal application of use of force based on the totality of the circumstances from the start of the scenario to its conclusion

VII. TACTICAL SITUATIONS

Required Minimum Hours: 30

General Learning Goal: The student will demonstrate commonly recognized survival-based shooting techniques.

Learning Objectives:

1. The student will demonstrate particular shooting skills including, but not limited to:
 - a. Ready positions
 - b. Scanning and Searching
 - c. Shot placement
 - d. Shooter Movement
 - e. Threat Movement
 - f. Multiple Threats and Assessment
 - g. Positional Shooting
 - (1) Unconventional positions may be demonstrated through non-live fire exercises
 - h. Cover and Concealment
 - i. Long Distance Shooting
 - j. Strong/Support Hand Only Shooting and Weapon Management
 - (1) May be demonstrated utilizing dummy rounds
 - k. Close Distance Shooting
 - l. Escalation / De-Escalation
 - m. Shooting From and Around a Vehicle
 - (1) May be demonstrated with an inert weapon, marking cartridges or airsoft type of munitions

Method of Instruction:

1. An instructor to student ratio of one to four is required during live fire exercises. This does not include the lead instructor.
 2. The lead instructor will emphasize the four rules of firearms safety.
- A. Ready Positions

1. Low Ready (Extended)
 - a. Arms, fully extended; gun is below eye level just enough to see what needs to be seen. Muzzle is depressed.
2. Low Ready (Compressed)
 - a. Elbows are bent with the forearms on or close to the ribcage. Muzzle is depressed.
3. Other Ready Positions
 - a. Position “Sul”
 - b. High ready positions

B. Scanning and/or Searching

1. Scanning
 - a. After identifying a threat and/or shooting a threat, keep weapon pointed at the threat and scan the area, 360 degrees, looking for additional threats, non-threats, assisting officers, etc.
 - b. Breathing as you scan helps break up “tunnel vision” and refreshes rod cells to restore night vision.
2. Searching
 - a. Weapon in a ready position, muzzle follows eyes. Looking for unknown or possible threats.
 - b. Searching with a weapon mounted light vs. searching with a handheld light.
 - (1) While searching with a handheld flashlight, weapon can be kept in a ready position and threats and non-threats can be illuminated without the weapon being pointed at them.
 - (2) When searching with a weapon-mounted light, the muzzle of the weapon is also covering anything illuminated by the weapon-mounted light.

C. Shot Placement

1. Upper Chest – Cardiovascular System

- a. Largest part of the body
 - b. Contains heart, lungs and major blood vessels
 - c. Usually the area to shoot first
 - d. Hits to the upper chest will disrupt respiration, circulation and damage vital organs
 - e. Starts the “Timer”: Hits to the upper chest do not cause immediate incapacitation, rather rapid blood loss which takes a certain amount of time dependent on quality of hits.
2. Head (Face) – Central Nervous System / Brain Stem
- a. Small target covered in thick, rounded skull that’s difficult to hit
 - b. Aim for the eyes / nose / ear canal / base of skull
 - c. The “Switch”: Instant incapacitation if brain stem is hit
 - d. If initial shots to the chest fail to stop the threat, consider shots to the head
3. Pelvis – Bone structure
- a. Can disrupt the threats mobility
 - b. Femoral artery
 - c. Larger than head
 - d. Multiple rounds to one side of the hip to break up the bone structure
 - e. If initial shots to the chest fail to stop the threat, consider shots to the pelvis
4. Targets of Opportunity
- a. Shoot the largest part of what’s available for as long as it’s available, if safe and appropriate.
5. Shooting through barriers
- a. Effects on ballistics of ammunition
 - b. Will your rounds penetrate the barrier?
 - c. Multiple rounds to break up the barrier
 - d. Vehicle windshields
 - (1) Shooting into a vehicle, round tends to hit low

- on the target
- (2) Shooting out of a vehicle, round tends to hit high on the target.

D. Shooter Movement

1. Lateral Movement

- a. The emphasis should be on large steps, off the line of attack, to the shooter's left or right, avoiding the threat's first hostile action.
- b. You become a moving target making you more difficult to hit and giving you more time to draw, if needed, and make a lethal force decision.
- c. Lateral movement should be emphasized continuously in shooting drills when feasible and safe.

2. Forward Movement- Advancing on the threat

- a. Shooter should stay balanced, separating lower body movement from upper body shooting platform.
- b. Active shooter movement: single officer or with a team.
- c. May be at an angle to the threat

3. Rearward Movement – Away from the threat

- a. Shooter should stay balanced, separating lower body movement from upper body shooting platform.
- b. Single steps back to create space
- c. Continuous movement backward while shooting
- d. May be moving backwards at an angle away from the threat.

E. Moving threat

1. Methods to hitting a laterally moving threat

- a. Ambush – Hold the sights on a point the threat is moving towards. When the threat is in the sights-press the trigger.
- b. Tracking – Hold the sights on the moving threat and press the trigger.

2. Advancing threat
 - a. Shooter should start to move laterally
3. Threat moving away from you
 - a. Make hits before they get too far, if safe and appropriate.
4. It is strongly recommended that students complete live fire exercises on moving targets if the training facility allows.

F. Multiple Threats

1. Threat Assessment: During an intense, uncertain, and rapidly evolving deadly encounter, officers will address threats as they are perceived
 - a. Considerations in threat assessment
 - (1) Distance
 - (2) Weapons
 - (3) Is the threat shooting at or threatening you or someone else.
2. Tactical considerations
 - a. Awareness and avoidance are the best option
 - b. Maintain space between you and threats
 - c. Retain ability to maneuver
 - d. Make your shots count
 - e. Use cover if available
 - f. Be prepared to fight to the finish
 - g. Withdraw if tactical situation warrants it

G. Positional Shooting

1. Primary Shooting Positions (Other than standing)
 - a. Kneeling
 - (1) Supported Kneeling
 - (a) Support side elbow is resting on the

- support side knee.
 - (2) Unsupported Kneeling
 - (a) Elbows are not supported and either the support or strong side knee is up.
 - (3) Double Kneeling.
 - (a) Both knees are on the ground.
 - b. Prone
 - (1) Traditional or Military Prone
 - (a) Shooter is flat on their belly with legs straight behind them. Heels are together and ankles are flat on the ground. Elbows are on the ground and bent to bring the sights of the weapon to eye level.
 - (2) Rollover Prone
 - (a) Shooter is lying on their strong side with hips at an angle towards their support side with support side leg bent bringing knee up towards their chest. Strong arm is straight, holding weapon straight up and down. Shooters check rests on their bicep to look down the sights.
- 2. Secondary Shooting Positions
 - a. Squatting
 - b. Sitting
 - (1) Care must be taken not to cover the strong side leg when drawing from sitting.
- 3. Unconventional Shooting Positions
 - a. Shooter on their back (Supine)
 - (1) Feet towards threat
 - (2) Head towards threat
 - (3) Threat to the left
 - (4) Threat to the right
 - b. Shooter on their side
 - (1) Strong side on the ground, threat to the front
 - (a) Discuss leg position
 - (2) Support side on the ground, threat to the front
 - (a) Discuss leg position

H. Cover/Concealment

1. Definitions

- a. Cover: Anything that stops, turns, or impedes direct or indirect fire
- b. Concealment: Keeps you from being seen but does not stop incoming fire
- c. Cover can be Concealment but Concealment is never Cover.

2. Cover

- a. Cover is relative to what it is being shot with. Cover that stops a BB gun might not stop a handgun. Cover that stops a handgun might not stop a rifle.
- b. Vertical Edge
 - (1) It is best to use the vertical edges of cover whenever possible. It exposes less of the shooter and minimizes the shooter's exposure to ricochets and shrapnel from incoming fire.
- c. Horizontal Edge
 - (1) Using the horizontal edge requires the shooter to expose their head above the cover making them more vulnerable to direct fire, ricochets and shrapnel.
- d. Interior walls and doors
 - (1) Walls are usually made of drywall, which does not stop most rounds. Doors are usually hollow and thin.
- e. Exterior walls and doors
 - (1) Usually thicker, made with siding, brick, stone etc. with doors usually solid. May be good cover.
- f. Weapon's ballistic performance – handgun, rifle or shotgun
 - (1) Know if the cover you are using will stop what you are being shot at with.
 - (2) Material that will stop a handgun round might not stop a rifle or shotgun slug.
- g. Just as important in periods of limited visibility

- h. Emphasize standing back from cover because it allows the shooter to transition from the left to the right side of cover without depressing or elevating the muzzle; it increases the shooter's field of vision, and exposes less of the shooter's body to the threat.
 - i. When attaining a sight picture from behind cover, ensure the muzzle is clear of the cover
 - j. Consideration must be given to the suspect's location
3. Concealment
- a. Tactical deployment and approach
 - b. Darkness, shadows, trees, etc.
 - c. Cover can be Concealment BUT Concealment is NEVER Cover!

I. Long Range Shooting (25 Yards and Beyond)

- 1. Distance vs. survivability
- 2. Range of handgun and officer responsibility
- 3. Tactics Involved
 - a. Cover
 - b. Principles of marksmanship
 - c. Threat of rifle/shotgun slugs
 - d. Shooting positions
 - (1) Standing vs. Kneeling vs. Prone
 - e. Advantages and disadvantages of using cover to provide a stable braced position
- 4. MINIMUM REQUIRED EXERCISES
 - a. It is strongly recommended that students fire a minimum of 12 rounds from a distance greater than 25 yards.
 - b. If shooting beyond 25 yards is not possible due to range limitations, then it is recommended that

reduced size targets be used to simulate greater distances.

J. One Hand Shooting (Strong Hand/Support Hand)

1. Reason to use one hand
 - a. Injury
 - b. Other hand dedicated to other effort
2. Marksmanship: Strong/support
3. Presentation: Strong/support
4. Reloading: Strong/support (back-up gun considerations)
5. Malfunction clearances: Strong/support (back-up gun considerations)
6. Students must demonstrate proficiency in one-handed proper weapon presentation, reloading, and malfunction clearances with both the strong and support hand during drills without any assistance.

K. Close Distance Shooting and Contact Wounds

1. Close distance considerations
 - a. Reaction time
 - b. Disarming or blocking threat first vs. drawing weapon first
 - c. Weapon Retention
 - d. Presentation
 - (1) Retention firing position
 - (2) Arms extended gun at eye level firing position
 - e. Use of sights vs. Point shooting
 - f. Moving Left, Right or Back while drawing
 - g. Keep Moving

2. Contact wound considerations
 - a. Reasons for a contact wound
 - (1) To end a violent, hands on fight, for example a suspect wrestling with another officer and Deadly Force is justified to end the fight.
 - (2) Suspect is on top of you and Deadly Force is justified to end the fight.
 - (3) Others
 - b. Issue with the slide of an auto pistol being pushed out of battery.
 - (1) Shooter can use support hand to hold the slide in battery and fire one round. Malfunction should be immediately cleared.
 - (2) Shooter can use thumb of strong hand pressed against the back of the slide (striker fired pistols only) to hold the slide in battery and fire one round. Malfunction should be cleared immediately.
 - (3) Weapons mounted lights can be used to create an “off set” to keep the slide from being pushed out of battery.

L. Escalation / De-Escalation of Force

1. De-Escalation of Force
 - a. Transitions from deadly force (handgun), to a less lethal weapon, (baton, TASER, O.C. spray, etc.) or to handcuffs or empty hands.
2. Escalation of Force
 - a. Transition from a less lethal weapon (baton, TASER, O.C. spray, etc..) to deadly force (handgun).
3. Proper verbal commands

M. Shooting From and Around a Vehicle

1. From within a vehicle, students should engage threat(s) to the front and be prepared to move to cover adjacent to or

behind the vehicle with and without a partner

- a. Seat belt must be disengaged and cleared away from the duty belt
- b. Focus must be on the threat
- c. Ensure vehicle is placed into park
- d. Handgun must be removed safely from the holster without the muzzle covering the student or his /her partner
- e. Ensure weapon safely clears the steering wheel
- f. Communication is critical when students are covering and moving

VIII. DIM LIGHT SHOOTING

**Required Minimum Hours: 8
5 of 8 hours must be live fire**

General Learning Goal: The student will safely and effectively utilize and fire a weapon under dim light conditions.

Learning Objectives:

1. The student will demonstrate techniques and tactics utilized in dim light shooting including, but not limited to:
 - a. Shooting without a flashlight
 - b. Flashlight techniques
 - c. Cover/concealment
 - d. Movement
 - e. Reloading
 - f. Malfunction clearances
 - g. Target indicators

Method of Instruction:

1. Prerequisite: Forty (40) hours of the firearms program must be completed prior to the dim light shooting (8 hours of classroom and 32 hours of range instruction)
2. For dim light shooting that requires movement, the instructor to student ratio shall be 1:4 with an emphasis on the four rules of firearms safety. This ratio shall not include the instructor

running the range exercise

A. How Light Affects the Eyes (Knowing How the Eyes are Affected by Light is Important Because Low Light/Dim Light Conditions Do NOT Relieve an Officer from the Requirement to Identify a Threat)

1. Rods and cones
2. Eye adjustment to light and darkness
 - a. The eye pupil requires about 5 seconds to constrict when going from darkness to light
 - b. The eye pupil requires about 3 minutes to dilate when going from light to darkness
 - (1) Give your eyes time to adjust to available light.
(DON'T RUSH IN)
 - (2) When using a flashlight, quick flashes will hurt your vision less than a continuous beam
 - (3) Your flashlight, if shined in the suspect's eyes, will temporarily and partially blind and disorient him
 - (4) The beam of a flashlight can cause permanent damage if shined directly into the open eyes for several seconds
3. Glasses
 - a. Transitional lenses
 - b. Tinted

B. Seven Primary Target Indicators

1. Sound (be as quiet as possible and listen carefully)
 - a. Test yourself in duty uniform and jump up and down
 - b. How much noise do you make
 - c. What can you do to eliminate the noise
2. Movement (eyes are naturally attracted to movement)
3. Reflection (examples include glasses, face of a watch, cell phone, badge)
4. Contrast (difference in color/shade/or hue)
5. Outline (perfect examples are doorways, windows, hallways,

stairwells, ridgelines)

6. Smell (examples include the smell of alcohol, cigarettes, body odor, hairspray, cologne)
7. Light (examples include the flashing or glowing light on cell phone, pager, or iPod, the glow of night sights, the beam of your flashlight)

C. Dim Light Techniques Without a Flashlight: Advantages and Disadvantages

1. Let your eyes adjust while standing in the dark, preferably from behind cover
2. A light-colored building will silhouette you as much as a light
3. Use shadows
4. Use cover/concealment
 - a. Different in the dark than during daylight
 - b. Flashlight must protrude past your cover for maximum illumination on the threat and to prevent back splash light from illuminating the officer
5. Work corners
6. Use/stay away from light
7. Don't silhouette yourself or backlight other officers
8. Doorways
9. Lights (turn them on or leave them off)
10. Grip (use standard two handed hold)
11. Aim (may require the use of ambient light to get the proper sight picture or sight alignment; use of sights vs. point shooting)
12. Practice
13. Target identification

14. Shoot and move (if not already behind cover)
 15. Night sights, lasers and other dim light aids/optics
 16. Scanning/off-set vision
 17. Must be able to navigate, locate, identify and engage
- D. Types of Flashlights (Advantages/Disadvantages):
1. Weapon-mounted vs. hand-held
 2. Type of beam
 - a. Flood
 - b. Stream
 - c. Adjustable beam
 - d. LED vs. incandescent
 - e. Strobe
 - f. Colors
 3. Flashlight sizes
 - a. Width determined by battery size
 - b. Length and power
 - c. Batteries (rechargeable vs. disposable)
 4. Switches
 - a. Side button
 - b. End button
 - c. Momentary / Constant
 - d. Toggle
- E. Using the Handheld Flashlight While Shooting or Searching (Primary light source)
1. Advantages / Disadvantages
 2. Method(s) of holding; techniques
 - a. Harries method
 - (1) Flashlight is in support hand and under the gun hand wrist with the backs of the hands pressed together
 - (2) If the flashlight is too long, it may rest on the

forearm of the gun hand

- (3) In this position, the button is best activated with the finger if using a side button flashlight, or the thumb if using an end button flashlight
 - b. Chapman method (flashlight is in support hand and pressed along the support side of the gun hand)
 - c. Rogers or syringe method (flashlight is held between the fingers and the thumb or the base of the palm when activating the end button)
 - d. One-handed
 - (1) FBI
 - (2) Neck-index
 - (3) Other
- F. Using a weapon mounted light while shooting or searching (secondary light source)
 1. Advantages / Disadvantages
 2. Proper uses where it is objectively reasonable to deploy a duty weapon
 - a. Building searches
 - b. Open area searches
 - c. High risk incidents
 - d. Other
 3. Improper uses
 - a. Directing traffic
 - b. Where deadly force is not objectively reasonable
 - c. Other
 4. Manipulation/activation
 - a. Proper two-handed grip with strong and support side thumbs pointing forward on the frame/slide
 - b. Activate weapon mounted light toggle switch with support side thumb
 - (1) Exceptions
 - (a) K-9 operations
 - (b) Disabled/injury
 - (c) Shield operations
 - (d) Other
- G. Activating the Flashlight and Shooting

1. Identify your target
2. Momentary light may need to stay on in order to observe suspect movement or weapons; even if shots are necessary, it may be best to keep light on the threat so as to not give the suspect the advantage of darkness
3. Illuminate/assess/shoot/move/cover

H. Reloading

1. Light on/off
2. Cover/concealment – Ensure sights, muzzle, and light are clear of the cover
3. Combat reload
4. Tactical reload

I. Malfunction Clearances: What Do You Do with the Flashlight

J. Exercises:

1. Minimum 50 rounds without a flashlight
2. Minimum 50 rounds with a flashlight

K. Red dot sight equipment handguns (if applicable)

1. Optic adjustment

IX. OFF DUTY/PLAIN CLOTHES

Required Minimum Hours: 1

General Learning Goal: The student will explain and discuss tactical considerations when off duty, in plain clothes or working under cover.

Learning Objectives:

1. The student will identify and discuss the legal and tactical

considerations when taking police action while off duty, in plain clothes or working under cover. Considerations will include, but not be limited to:

- a. Peace officer responsibility while off duty
- b. Responsibilities of the off duty/UC officer
- c. Department regulations concerning off duty police actions
- d. Off duty equipment

A. C.R.S. 16-2.5-101 Peace Officer – Defined – General Authority

1. In part, a peace officer “has the authority to enforce all laws of the state of Colorado while acting within the scope of his or her authority and in the performance of his or her duties.”
2. “A peace officer certified by the peace officer standards and training board shall have the authority to carry firearms at all times, concealed or otherwise, subject to the written firearms policy created by the agency employing the peace officer.”

B. Responsibilities of the Off Duty, Plain Clothed or Undercover Officer

1. Tactical considerations before taking action
 - a. Not readily recognized as a peace officer
 - b. No radio or vest
 - c. Probably lesser gun than duty weapon
 - d. Department policy
 - e. Better to be a good witness
 - f. Loud verbal commands identifying yourself to officers and witnesses
 - g. Family/friends considerations
2. It is the responsibility of the off duty, plain clothed or undercover officer NOT to be shot by uniform officers
3. Responding uniform officers are in charge. Comply with all commands given

C. Equipment Considerations

1. Department policy on required equipment to be carried off duty or in plain clothes
2. Badge and/or ID that can be easily held up or displayed for

responding officers and citizens

3. Additional ammunition
4. Cell phone

X. HANDGUN QUALIFICATION COURSE

Required Minimum Hours: 1

General Learning Goal: The student will qualify with a handgun at a range using the POST-approved course.

Learning objectives: The student will pass the POST-approved Handgun Qualification Course.

Method of Instruction:

1. The student will be allowed a maximum of four (4) formal attempts to pass the Course.
2. A formal attempt on the Handgun Qualification Course is announced before the qualification (it is not a practice attempt).
3. The remediation procedures for a failed formal attempt are as follows:
 - a. 1st failure: The number of hours of remediation between the first and second formal attempts is at the discretion of the lead instructor/academy director.
 - b. 2nd failure: There will be a minimum of four hours of remediation between the second and third formal attempts.
 - c. 3rd failure: The number of hours of remediation between the third and fourth formal attempts is at the discretion of the lead instructor/academy director.
 - d. Failure of a fourth formal attempt will require the

student to successfully complete the entire firearms training program at a POST-approved Basic or Reserve Academy.

The remediation curriculum will be left to the discretion of the academy director and lead firearms instructor for the affected academy.

Course Information:

A. Target:

1. The target for formal qualification attempts will be the Colorado POST target. The target has no scoring rings, and a dotted line designates a head area. The target depicts a handgun pointing directly at the shooter attempting the qualification course.
2. This qualification course is a pass/fail course, and all rounds must be fired and must be on the silhouette to pass. All rounds must be full caliber hits to pass.
3. The stipulated headshot must be in the head above the chin line of the target. Failure to accurately place the headshot in the head will result in a "Does Not Qualify" (DNQ).
4. Any rounds not accounted for on the target will result in a DNQ.

B. General:

1. The course must be fired in the given order. All rounds MUST be fired exactly as described and within the time parameters for each stage. Failure to fire all 25 rounds as described will result in a-DNQ.
2. Verbal challenges are optional; verbiage and usage are at the academy/agency's discretion.
3. For the purpose of this qualification course, the "standby position" (meaning that the next command will likely be the stimulus to fire) will be the interview position or a position of readiness taught by the academy.
4. When starting a stage with the pistol in the holster, the pistol must be fully secure, and all active retention devices/straps must be secured unless otherwise prescribed by the instructor.
5. For the purpose of this qualification course, "ready" is defined as the

muzzle of the weapon depressed below the point of aim with the trigger finger outside of the trigger guard and indexed along the side of the slide/frame.

6. For the purpose of this qualification course, "cover" is defined by the facilities available at the range and according to the instructions of the instructor but must use an actual barricade/barrel/object.
7. For the purpose of this qualification course, cuffing may be done with actual handcuffs OR with a similar size object (block of wood, empty 50 round ammo box, etc.).
8. For the purpose of this qualification course, "head shot" is defined as the head above the chin line and must be full caliber hit.
9. For the purpose of this qualification course, the flashlight in Stage 4 must be handheld and will be in addition to a pistol mounted light. The student must use an acceptable handheld flashlight method for qualification as taught in the firearms program.
10. Ammunition management is the shooter's responsibility.
11. If there is an issue with the firearm or ammunition that is out of the shooter's control, they will receive an alibi. An alibi will only be given if the shooter attempts to perform the proper malfunction clearance and an instructor can confirm the issue.
 - a. If the issue is confirmed, the shooter will have an opportunity to perform the stage again in its entirety.
 - b. In the event the shooter cannot complete the qualification, it will not count as an official attempt.

C. COURSE

STAGE	DISTANCE	# ROUNDS	TIME	POSITION
1	3 yd. line	2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step right
		2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step left
2	7 yd. line	3 body	5 sec.	Standing, gun out Fire while advancing to 3 yd. line
3	1 yd. line	2 body	4 sec.	Standing, holstered, handcuffs in the dominant hand Draw & fire while backing up
4	5 yd. line	2 body	3 sec.	Standing, gun out, with handheld flashlight in support hand
		2 body	3 sec.	Standing, gun out One hand, strong hand only
5	7 yd. line	2 body	6 sec.	FAILURE TO FIRE Empty chamber, loaded magazine Standing, holstered 1 step right or left while clearing
6	10 yd. line	2 body	8 sec.	COMBAT RELOAD Loaded chamber, 1 round in magazine Standing, gun out Fire two rounds then take 1 step right or left while reloading After reloading, fire third round
		1 body		
7	15 yd. line	2 body	15 sec.	FAILURE TO EXTRACT Standing, gun on target 1 step left or right while clearing or move to a covered standing or kneeling position while clearing
8	25 yd. line	2 body	15 sec.	Standing, holstered Position of choice – standing or kneeling while using cover When the target faces away or after the 15 seconds, perform tactical reload (not timed)
9	1 yd. line	2 body 1 head	5 sec.	Standing, holstered 2 shots to the body and 1 shot to the head while backing up

TOTAL NUMBER OF BODY SHOTS: 24
 TOTAL NUMBER OF HEAD SHOTS: 1
 TOTAL NUMBER OF ROUNDS FIRED: 25

REQUIRED NUMBER OF ROUNDS ON SILHOUETTE TO QUALIFY: 25

EXPLANATION OF EACH STAGE OF FIRE

- Stage 1, 3 yards The shooter stands in front of target with the weapon loaded, charged and secured in the holster. On the command to fire the shooter draws while taking 1 step to the right and fires 2 rounds to the body of the target. Time allowed is 4 seconds. The shooter stands in front of target with the weapon loaded, charged, and secured in the holster. On the command to fire, the shooter draws while taking 1 step to the left and fires 2 rounds to the body of the target. Time allowed is 4 seconds.
- Stage 2, 7 yards The shooter stands in front of the target with the weapon loaded, charged, and at the ready position. On the command to fire the shooter fires 3 rounds to the body while advancing to the 3-yard line. The time allowed is 5 seconds.
- Stage 3, 1 yard The shooter stands in front of the target with the weapon loaded, charged, and secured in the holster. The shooter will simulate handcuffing by having handcuffs in one hand with the other hand out in front ready to defend. On the command to fire, the shooter will drop the handcuffs, draw, assume a two-handed shooting position, and fire 2 rounds to the body while backing up. Time allowed is 4 seconds.
- Stage 4, 5 yards The shooter stands in front of the target with the weapon loaded, charged, and at the ready position with the flashlight held in the support hand. On the command to fire, the shooter will fire 2 rounds to the body using an acceptable handheld flashlight method. Time allowed is 3 seconds. The shooter stands in front of the target with the weapon loaded, charged, and at the ready position. On the command to fire, the shooter will fire 2 rounds to the body one handed, strong hand only. Time allowed is 3 seconds.
- Stage 5, 7 yards **PRIOR TO BEGINNING THIS STAGE, WEAPON WILL BE CONFIGURED SO THAT THE CHAMBER OF THE WEAPON IS EMPTY WITH A LOADED MAGAZINE SEATED IN THE WEAPON.** The shooter stands in front of the target with the weapon secured in the holster. On the command to fire, the shooter will draw and attempt to fire the weapon. The shooter will apply immediate action while stepping to the left or right (direction will be determined by the lead instructor) and fire 2 rounds to the body. Time allowed is 6 seconds.

Stage 6, 10 yards

PRIOR TO BEGINNING THIS STAGE, THE WEAPON WILL BE CONFIGURED SO THAT THE CHAMBER IS LOADED WITH ONLY 1 ROUND IN THE MAGAZINE (THIS WILL ENSURE THE SLIDE WILL LOCK BACK TO THE REAR AFTER FIRING 2 ROUNDS).

The shooter stands in front of the target with the weapon loaded, charged, and held at a ready position. On the command to fire, the shooter will fire 2 rounds to the body. After the slide locks to the rear, the shooter will perform a combat reload while stepping to the right or left (direction will be determined by the lead instructor) and fire 1 round to the body. Time allowed is 8 seconds.

Stage 7, 15 yards

PRIOR TO BEGINNING THIS STAGE, THE WEAPON WILL BE CONFIGURED SO THAT THE WEAPON HAS A DOUBLE FEED (FAILURE TO EXTRACT). THERE WILL BE AN EMPTY CASING OR FLUORESCENT-COLORED “DUMMY ROUND” IN THE CHAMBER AND A LOADED MAGAZINE SEATED IN THE WEAPON WITH THE SLIDE FORWARD SO THAT THE TOP ROUND IN THE MAGAZINE PRESSES AGAINST THE CASING IN THE CHAMBER.

The shooter stands in front of the target with the weapon at the ready position. On the command to fire, the shooter will attempt to fire the weapon. The shooter will clear the malfunction while taking 1 step to the right or left (direction will be determined by lead instructor) and fire 2 rounds to the body. If cover is available, the shooter will move to a covered kneeling position or a covered standing position while clearing the malfunction. Time allowed is 15 seconds.

Stage 8, 25 yards

The shooter stands in front of the target with the weapon loaded, charged, and weapon secured in the holster. On the command to fire, the shooter will draw while moving to cover and fire 2 rounds to the body. The shooter has the option to fire from a covered standing or covered kneeling position. The shooter has the option to fire from a braced position using his cover. Time allowed is 15 seconds. When the target faces away, or after the 15 seconds, the shooter will perform a tactical reload (not timed).

Stage 9, 1 yard

PRIOR TO BEGINNING THIS STAGE, ENSURE ANY SHOTS TO THE HEAD OF THE TARGET ARE MARKED.

The shooter stands in front of the target with the weapon loaded, charged, and weapon secured in the holster. On the command to fire, the shooter will draw and fire 2 rounds to the body then 1 round to the head while backing up. Time allowed is 5 seconds.

ANTI-BIAS TRAINING PROGRAM

*Approved By the POST Board on July 30, 2001
Required Hours – Agency or Academy Determination*

A. The Patterns of Bias Based Policing

General Learning Goal: The student will have a basic knowledge of the patterns of Profiling and Bias Based Policing.

1. Knowledge of the Colorado statutory provisions pertaining to Profiling and Bias Based Policing.
2. Knowledge of the Fourteenth Amendment and the interpretive case law.
3. Understanding of the meaning of basic words related to “bias”.
4. Understanding the various perspectives of communities of color.
5. Discussion of the impact of consequences on the community.
6. Knowledge of the negative impact on the reputation of the peace officer, the officer’s department and the profession.

B. The Practices of Bias Based Policing

General Learning Goal: The student will gain the knowledge of the practices and perceptions of Profiling and Bias Based Policing.

1. Knowledge of the history of Profiling and Bias Based Policing.
2. Knowledge of national and local incidents that illustrate profiling.

C. The Protocols Which Prevent Profiling

General Learning Goal: The student will understand the concepts and practices that prevent Profiling and Bias Based Policing.

1. The student will be able to identify examples of civil rights violations.
2. Emphasis will be placed upon examples of bias, profiling, civil rights, “isms”, and hate crimes.

3. The student will recognize how anti-bias training benefits the communities served by law enforcement agencies.
4. The student will learn how community policing partners with Anti-Bias Based Policing.
5. The student will learn the ramifications of police not policing themselves.

Recommended Source Material Only:

Colorado POST Cultural Diversity, Bias and 4th Amendment Curriculum

Community Policing: A Contemporary Perspective, Bucqueroux and Trojanowicz (Anderson Publishing)

Driving While Black, Meeks (Penguin Random House)

Racially Biased Policing, A Principled Response, [Community Oriented Policing Services (COPS)]

https://cops.usdoj.gov/html/cd_rom/inaction1/pubs/RaciallyBiasedPolicing.pdf

The Fourteenth Amendment to the Constitution of the United States

VEHICLE IDENTIFICATION NUMBER INSPECTOR TRAINING PROGRAM

Revised December 2013

REQUIRED MINIMUM HOURS: 17

A. LEGAL ASPECTS OF VIN INSPECTION

1. Knowledge of Colorado statutory provisions pertaining to VIN inspections.
2. Knowledge of statutory provisions authorizing and regulating the impounding of vehicles.

B. USE OF THE NATIONAL INSURANCE CRIME BUREAU (NICB) PASSENGER AND COMMERCIAL VEHICLE IDENTIFICATION MANUALS

1. Knowledge of how to use the National Insurance Crime Bureau (NICB) *Passenger and Commercial Vehicle Identification Manuals*.
2. Knowledge of what types of information can be gained from the NICB Manuals.

C. CONDUCTING A VIN INSPECTION

1. Knowledge of how to locate the public VIN.
2. Knowledge of how to interpret the VIN.
3. Knowledge of how to reconstruct the VIN.
4. Knowledge of how to recognize an altered VIN plate.
5. Knowledge of how to recognize a false VIN plate.
6. Knowledge of resources which can be used to locate the confidential VIN.
7. Knowledge of how a criminal salvage switch operation works.
8. Knowledge of how to use the NCIC/CCIC systems to assist in VIN inspections.

9. Knowledge of which organizations can be of assistance in inspecting VINs.

D. REPORTING

Knowledge of how to complete the necessary reports and report forms related to VIN inspections.

NOTE: All instructors for this program must submit an updated resume indicating their qualifications with the program application.

BAIL RECOVERY TRAINING PROGRAM

Revised December 1, 2017

MINIMUM REQUIRED HOURS: 16

A. INTRODUCTION TO BAIL RECOVERY

Recommended Hours: 3

General Learning Goal: The student will have basic knowledge of the Colorado Revised Statutes pertaining to bail recovery.

Learning Objectives:

1. The student will be able to recognize and describe the provisions of § 20-1-103, § 24-31-303 (1) (h) and § 18-13-130 C.R.S.

B. PRINCIPLES OF CRIMINAL CULPABILITY

Recommended Hours: 3

General Learning Goal: The student will explain the concept of Criminal Culpability.

Learning Objectives:

1. The student will explain and describe the definitions and elements of Title 18, Article 1, Parts 5 and 6, C.R.S.
2. The student will understand the provisions of C.R.S. 18-1.3-406, C.R.S., subparagraphs (I) and (II) as they relate to violent crimes.
3. The student will describe and explain the provisions of C.R.S. 18-1-704 through 18-1-707(7) as they pertain to the use of physical and deadly force.

C. COLORADO CRIMINAL CODE

Recommended Hours: 6

General Learning Goal: The student will have basic knowledge of the Colorado Criminal Code.

Learning Objectives:

1. The student will be able to identify the elements of the following statutes as they pertain to potential violations by bail recovery agents:

- a. Definitions, § 18-1-901 (3)(c), (d), (e), (g), (h), (m) and (p), C.R.S.
- b. Murder, § 18-3-102 and 103, C.R.S.
- c. Manslaughter, § 18-3-104, C.R.S.
- d. Criminally Negligent Homicide, § 18-3-105, C.R.S.
- e. Vehicular Homicide, § 18-3-106, C.R.S.
- f. Assault in first degree, § 18-3-202, C.R.S.
- g. Assault in second degree, § 18-3-203, C.R.S.
- h. Assault in third degree, § 18-3-204, C.R.S.
- i. Vehicular Assault, § 18-3-205, C.R.S.
- j. Menacing, § 18-3-206, C.R.S.
- k. Reckless endangerment, § 18-3-208, C.R.S.
- l. First Degree Kidnapping, § 18-3-301, C.R.S.
- m. Second Degree Kidnapping, § 18-3-302, C.R.S.
- n. False imprisonment, § 18-3-303, C.R.S.
- o. Unlawful Sexual Contact, § 18-3-404, C.R.S.
- p. First Degree Burglary, § 18-4-202, C.R.S.
- q. Second Degree Burglary, § 18-4-203, C.R.S.
- r. Theft, § 18-4-401, C.R.S.
- s. Criminal mischief, § 18-4-501, C.R.S.
- t. First degree criminal trespass, § 18-4-502, C.R.S.
- u. Second degree criminal trespass, § 18-4-503, C.R.S.
- v. Impersonating a Peace Officer, § 18-8-112, C.R.S.
- w. Impersonating a Public Servant, § 18-8-113, C.R.S.

D. FIREARMS AND WEAPONS

Recommended Hours: 2

General Learning Goal: The student will have basic knowledge of offenses relating to firearms and weapons.

Learning objective:

- 1. The student will be able to explain the definitions and identify the elements of the offense for the following Colorado Revised Statutes:
 - a. Definitions, § 18-12-101, C.R.S.
 - b. Title 18, Article 12, except 18-12-108.5 through 18-12-108.7, C.R.S.

E. SEIZURE - ENTRY

Recommended Hours: 2

General Learning Goal: The student will understand the concept of probable cause.

Learning objective:

1. The student will explain the concept of Probable Cause and Totality of Circumstances as established in Colorado court decisions.

INSTRUCTOR TRAINING PROGRAMS

Instructional Methodology Program

Effective January 31, 2022

Required Minimum Hours: 40

Application: The 40-hour Instructional Methodology Program is required of academy skills instructor who applies for Full Skills status in addition to meeting all requirements under POST Rule 23.

Learning Goal:

The student will demonstrate the ability to develop and deliver effective, ~~and~~ ethical, & realistic performance-based training for law enforcement academies and agencies.

Performance Objectives:

1. The student will correctly incorporate evidence-based adult learning concepts and training methods into a written lesson plan.
2. Using the Domains of Learning and Bloom's taxonomies of each domain, the student will write multiple performance objectives in each of the domains at multiple levels of each taxonomy.
3. The student will follow provided instructional development procedures to write a lesson plan, using performance-based objectives designed to increase reality-based transferable training.
4. Given a lesson plan the student will accurately follow that lesson plan to conduct a mock, performance-based training session.

I. Curriculum:

A. Training concepts:

1. Adults as learners and techniques to effectively provide training to adults
2. Domains of learning
3. Taxonomies for each domain of learning
4. Training methodologies to increase engagement and critical thinking skills
5. Training design models

B. Required Topics:

1. Adult learning concepts
2. Methodologies
3. Performance objectives
4. Training Liability
5. Instructional aids
6. Lesson plan creation

7. Presentation and facilitation skills
8. Instructor standards

II. Completion requirements:

- A. Each student will be assessed on their knowledge of the concepts taught, application of concepts, and performance in developing and presenting a module of instruction. The presentations and lesson plans will be critiqued and evaluated by the instructor as a portion of the final score in the course to ensure the student has covered all learning objectives written above. A minimum of forty (40) minutes of presentation time per student is required during the forty (40) hour course. The presentation time will be broken down into shorter time frames, i.e., 10-15 minutes each, to provide practice in applying appropriate concepts.
- B. A written evaluation will be used by the instructor to assess each student's performance for each presentation during the course. The evaluation may be kept with class or student records following conclusion of the course.

III. Instructor Certification:

- A. Instructors teaching in an Instructional Methodology Program must meet the following criteria:
 1. Bachelor's Degree or higher and a minimum of 160 hours of training/teaching experience within the previous three years; OR
 2. A minimum of 320 hours of training/teaching experience within the previous 5 years; AND
 3. Has successfully completed a Colorado POST Certified Instructional Methodology course prior to being selected as an instructor or received a waiver from the Curriculum SME committee.

IV. Student/Instructor Ratio

- A. All Instructional Methodology classes will have at least one instructor per 12 students to ensure proper evaluation and feedback pertaining to student performance throughout the course.

ARREST CONTROL INSTRUCTOR PROGRAM

Effective date January 1, 2021

REQUIRED MINIMUM HOURS: 40

CURRICULUM

General Learning Goal: This program is intended to develop instructor skills required to train law enforcement basic students in the knowledge, skills, and abilities necessary to effectively maintain control of a suspect when making an arrest, as well as the effective and proper use of an impact weapon. De-escalation tactics and threat assessment techniques must be stressed throughout the program. The Arrest Control Instructor Program will be based on the Arrest Control Program approved for the academy by POST.

A. Introduction to the Program

1. POST requirements
 - Arrest Control Instructor Program
 - Academy Arrest Control Training Program

B. Use of Force

1. Knowledge of the use of force options available to peace officers, which minimally include:
 - Officer presence
 - Verbal persuasion
 - Hands-on arrest control
 - Chemical/electronic devices
 - Control devices/impact instruments
 - Neck restraints
 - Deadly force
 - De-escalation, knowledge and principles of verbal and non-verbal skills to de-escalate a confrontation

C. Civil and Criminal Liability

1. Knowledge of the principles of civil/criminal liability pertaining to police training and use of physical force

2. Knowledge of the importance of maintaining proper course documentation
 - Lesson plans
 - Attendance records
 - Examination scores (pre and post)
 - Performance evaluations
 - Remedial records
3. Knowledge of the principles of civil liability-pertaining to the use of force by the individual peace officer
4. Knowledge of the documentation process pertaining to the use of force by the individual peace officer, Colorado Revised Statutes 18- 1-704, 18-1-707

I. ARREST CONTROL PROGRAM TECHNIQUES

A. Footwork and Movement

1. Knowledge of the importance of proper balance and movement prior to, and during, the arrest process
 - Proper stance
 - Proper orientation to subject

B. Searching Techniques

1. Knowledge and ability to perform searching of an individual in the following situations:
 - Frisk
 - Low risk search
 - High risk search
2. Knowledge and ability to control weapons detected during the search process of an individual

C. Handcuffing Techniques

1. Knowledge and ability to perform handcuffing in the following situations:
 - Unknown risk
 - High risk arrest
 - Alternative restraining devices
 - Hobbles

- Soft restraints
- Handcuffing devices
- Others

D. Control Holds and Control Techniques

1. Knowledge and ability to apply control holds and/or control techniques to subjects in pre- and non-arrest situations

E. Weapon Control and Retrieval

1. Knowledge and ability to maintain control/retrieval of duty weapons
 - Handgun
 - Baton
 - Shotgun
 - Chemical & electronic devices
 - Others

F. Impact Weapons

1. Knowledge and ability to effectively use a control device
 - Side-handle baton OR
 - Straight baton OR
 - OPN (Orcutt Police Nunchaku) OR
 - Other approved devices

G. Defense Against Weaponless Attacks

1. Knowledge and ability to effectively defend against a weaponless attack by a suspect prior to and during the arrest process

H. Ground Tactics and Defense

1. General learning goal: The student will have a basic understanding of the physical and psychological aspects of ground defense

I. Neck Restraints

1. General learning goal: The student will have a basic understanding of the physical and psychological

aspects of neck restraints

- Respiratory restraints
- Vascular restraints

II. COMPLETION REQUIREMENTS

- A. All Students Must Pass the Academy Arrest Control Program Written Exam, with a Score of 80% or Better
- B. All Students Must Pass the Academy Arrest Control Program Physical Skills Exam
- C. Students Must Attend 100% of the Hours Submitted to POST for Approval

III. INSTRUCTORS

A. Each Instructor Must:

1. Be a POST-approved full skills instructor for arrest control with 160 hours of documented physical control skills in a lab setting, OR
2. Have obtained a minimum of 160 hours of relevant experience teaching physical control skills in a lab setting, and completed a POST approved Instruction Methodology Program or equivalent; and
3. Have received authorization from the organization head (i.e., chief, sheriff, academy director) to create a new system as applicable; and
4. Have a minimum of five (5) years of full-time peace officer experience, but may request an exemption from POST.

B. Instructor Expectations

1. Knowledge and ability to effectively instruct physical control skills to students with diverse learning styles.
2. Knowledge of documentation of training preparation and procedures

3. Knowledge of appropriate testing and evaluation of arrest control students

C. Definitions

1. "Arrest control" means actions taken by a peace officer to legally take physical custody of an alleged law violator
2. "Threat assessment" means a peace officer's awareness of a response to situations involving suspect/citizen approach and contact; to maintain optimum levels of readiness and safety should the contact situation degenerate

LAW ENFORCEMENT DRIVING INSTRUCTOR PROGRAM

Effective January 1, 2018

REQUIRED MINIMUM HOURS: 40
(12 hours classroom, 28 hours driving track)

Of the 12 classroom hours:

- 4 are recommended in the area of civil liability;
- 5 are recommended in development of skills, knowledge and abilities; and
- 3 are recommended for law enforcement vehicle operation under various conditions.

Of the 28 hours of "hands-on" driving track instruction:

- 4 should be on skills, knowledge, and ability development; and
- 24 should be devoted to law enforcement vehicle operation under various conditions.

DRIVER'S LICENSE IS REQUIRED

Each student and each instructor who participates in a POST-approved Law Enforcement Driving Instructor Program must possess a valid driver's license.

PRETEST IS REQUIRED

All students attending a POST-approved law enforcement driving instructor program are required to pass a pretest. The pretest is administered on the first day of the program and consists of the four (4) blocks of testing as described in the *Colorado POST Law Enforcement Driving Skills Test*. All four (4) blocks of testing must be passed according to the evaluation standards that define "pass" for each block of testing.

General Learning Goal: The student will demonstrate the required knowledge and skill set to be a POST-approved law enforcement driving instructor.

Learning Objectives:

1. The student will identify, discuss and explain mental aspects of non-emergency driving.
2. The student will be able to identify, discuss and explain mental aspects of emergency driving.
3. The student will identify, discuss and explain mental aspects of pursuit driving.

4. The student will be able to identify and demonstrate proper non-emergency driving skills and defensive driving methods.
5. The student will identify, discuss, and explain statutory law, case law, and principles of liability governing police vehicle operations.
6. The student will be able to identify, discuss, explain, or demonstrate various skills and techniques necessary to safely operate a vehicle while on an emergency response or vehicle pursuit.
7. The student will be able to design and develop an appropriate evaluation course to include all of the required POST skills performance tests.

I. CURRICULUM

A. Legal Aspects

1. Identify statutory law, case law, various departmental policies, and principles of liability governing police vehicle operation under the following various conditions:
 - a. Non-emergency driving
 - b. Emergency driving
 - c. Vehicle pursuit
2. Identify areas in which liability exists for law enforcement agencies and employees as to injuries arising from law enforcement driving activities.

B. Operating Skills

1. Demonstrate effective and consistent operation of a law enforcement vehicle under the following conditions:
 - a. Non-emergency driving
 - b. Emergency driving
 - c. Vehicle pursuit
2. Ability to convey proper skills, knowledge, and abilities pertaining to:
 - a. Identifying factors for driver's training and the unique characteristics of law enforcement driving.
 - b. Identifying factors that affect law enforcement driving as:
 - (1) Driving habits
 - (2) Vehicle defects and inspections
 - (3) Environmental conditions

- (4) Vehicle dynamics
- (5) Driver attitude
- (6) Stress (judgment and perception)
- (7) Route selection
- (8) High center of gravity vehicle dynamics
- (9) The effects of stability control during all vehicle operations
- c. Recognition of the limitations of law enforcement vehicle emergency equipment.
- d. Proper use of radio equipment during operation of a law enforcement vehicle
- e. Recognition of vehicle capabilities and operator capabilities
- f. Identification of factors which impact on initiating and terminating a vehicle pursuit
- g. Identification and demonstration of proper strategies and techniques to be used in vehicle pursuit
- h. Test development, which will effectively evaluate critical elements of the Colorado Revised Statutes and applicable laws pertaining to the operation of law enforcement vehicles
- i. Instruction on the development of an effective pre/post test that demonstrates the attendees driving techniques for:
 - (1) Non-emergency driving
 - (2) Emergency driving
 - (3) Vehicle pursuit
 - (4) The effects of stability control
- j. Exposure to a variety of driving tests
- k. Classroom exposure to front-wheel/rear-wheel drive vehicles as to:
 - (1) Vehicle dynamics
 - (2) Driving techniques

II. COMPLETION REQUIREMENTS

A. Tests

- 1. Areas that must be tested are:
 - a. Legal issues pertaining to operating an emergency vehicle and operator liability
 - b. Law enforcement driving skills and vehicle dynamics
 - c. Law enforcement driving knowledge and concepts
 - d. Design and development of an effective driving course that measures trainee skills as to:
 - (1) Non-emergency driving

- (2) Emergency driving
- (3) Vehicle pursuit
- e. Knowledge and demonstration of operating techniques for non-emergency driving, emergency driving, and vehicle pursuit pertaining to:
 - (1) Vehicle control techniques
 - (2) Skid avoidance and control
 - (3) Steering techniques
 - (4) Cornering techniques
 - (5) Braking techniques
 - (6) Acceleration and deceleration techniques
 - (7) Backing methods
 - (8) Collision avoidance techniques
 - (9) Changing vehicle direction/"turnabouts"

B. Scores

1. Each student must score 80% or higher on the academic portion of the program; and
2. Each student must score 80% or higher on the "hands on"/practical portion of the program to successfully graduate the course.

III. INSTRUCTORS

A. Requirements

1. Each instructor who teaches any portion of the Law Enforcement Driving Instructor Program must have a minimum of one (1) years' experience as a full skills driving instructor as defined in POST Rule 23, Academy Skills Instructors; and
2. At least one instructor must have a minimum of three (3) years' experience as a full skills driving instructor and must be present at the site of instruction at all times, excluding lecture-only sessions conducted in a classroom setting.

HANDGUN INSTRUCTOR PROGRAM

Effective January 1, 2025

REQUIRED MINIMUM HOURS: 40

I. CURRICULUM

General Learning Goal: The student will demonstrate the required knowledge and skill set to be a POST-approved handgun instructor.

Specific Performance Outcomes:

1. The student will demonstrate the required knowledge and skill set for the following subjects:
 - a. Firearms safety
 - b. POST requirements
 - c. Weapon Maintenance
 - d. Basic Principles of Firing a Law Enforcement Handgun
 - e. Weapon Management
 - f. Tactical situations
 - g. Decisional shooting
 - h. Dim light shooting
 - i. Off duty/plain clothes
 - j. Training liability
 - k. Teaching and coaching the shooter

Student Completion Requirements:

1. The student will be required to demonstrate proficiency with a handgun on the first day of the Handgun Instructor Program by successfully passing the POST Handgun Qualification Course with a score of 100%.
 - a. The course will be completed after receiving the firearms safety course. Immediately following the safety course, successful completion of the qualification must be accomplished before continuing in the program.
 - b. The student will be allowed a maximum of two attempts to qualify.
 - c. Failure to qualify will result in dismissal from the Handgun Instructor Program.
2. The student must attend all 40 hours of the Handgun Instructor Program.
3. The student must abide by the four rules of firearms safety at all times. Failure to do

so will result in dismissal from the Program.

4. The student must participate in teach back exercises throughout the program.
5. The student must pass a minimum 50-question written examination with a score of 80% or higher.
 - a. The test will be broad in scope and include a balanced ratio of questions covering pertinent sections of the material presented in the program.
 - b. Any remedial process that will be used for failures will be documented in the program.
6. The student must pass a structured practical examination diagnosing specific shooter deficiencies or errors.
 - a. The method used to conduct the practical exam must be detailed in the lesson plan.
 - b. The practical examination will be pass/fail.
 - c. Any remedial process that will be used for failures will be documented in the program.

Instructor Prerequisites to Instruct Any Portion of the Handgun Instructor Program:

1. Each instructor must have a minimum of five (5) years full-time peace officer experience.
2. Each instructor must have a minimum of three (3) years experience as a full skills instructor.
3. Each instructor must have four times as many hours as a POST academy firearms program hours of documented firearms instruction as an approved firearms instructor in Colorado POST- approved basic or reserve academies.

A. Firearms Safety

1. Four rules of firearms safety
 - a. All weapons must be treated as if they are always loaded
 - b. Never let the muzzle of a weapon point at anything you are not willing to destroy
 - c. Keep your finger off the trigger and out of the trigger guard until the sights are on the target and you are prepared to shoot
 - d. Always be certain of the target and beyond
2. Safety on the firing range
 - a. Range Safety Plan development

- b. The Safety Plan should have a minimum of three components.
 - (1) Reliable communications
 - (2) The location of the Trauma Kit/AED or other life-saving equipment
 - (3) How or where to direct Rescue personnel to the Casualty Collect Point (CCP).

- c. Range commands
 - (1) Commands should be loud, clear, and concise.
 - (2) All commands are to be executed immediately and exactly.
 - (3) Cease-Fire
 - The Cease-Fire command indicates a safety issue and should not be used to announce the time has elapsed.
 - If called, all individuals should cease all actions, point the weapon in a safe direction or holster, and repeat the Cease-Fire.

3. Safety considerations in the classroom
 - a. No live ammunition should be allowed in the classroom.
 - b. All weapons and individuals should be checked for live ammunition per agency protocols.

4. Live fire required/recommended equipment
 - a. Required Equipment
 - (1) Eye Protection
 - OSHA Standard Z87.1 ANSI shatter proof, wrap around protection is recommended
 - Clear lenses during dim light shooting
 - (2) Hearing Protection
 - OSHA Standard 1910.95, safe for 8 hours @ 85 decibels is recommended
 - b. Recommended Equipment
 - (1) Brimmed hat
 - (2) Body armor
 - NIJ Standard 0101.03, 0101.04, Level IIA or higher
 - (3) Individual first aid kit
 - (4) New manufactured ammunition

5. Engaging steel targets
 - a. Advantages and disadvantages
 - b. Hardness
 - c. AR (Abrasion-Resistant) 500 and 550 are recommended
 - d. Adhere to manufacturer recommendations regarding:
 - (1) Calibers
 - (2) Distance

- (3) Angle of Deflection
 - e. Do not use ammunition that travels slower than 400 ft/sec BB's or Airsoft, as they may bounce back
 - f. Do not use armor-piercing, steel core, or green tip ammo
 - g. Angle of deflection (splatter zones) and target placement
 - h. Brackets, bolts, and pocked steel can cause unpredictable splatter and secondary splatter zones
6. Lead Contamination Considerations
- a. Lead and other contaminants are deposited at shooting ranges as rounds are fired. Particles can be dispensed in the air, lay on the ground, or seep into the soil. Health risks are:
 - (1) Damage to the brain and nervous system
 - (2) Behavioral problems and learning disabilities
 - (3) Reproductive problems
 - (4) Memory and concentration problems
 - (5) Muscle and joint pain
 - b. Preventive measures while shooting
 - (1) Avoid touching mouth/ face area
 - (2) Wash your hands thoroughly with cold water and soap before eating and drinking
 - c. Preventive measures while policing the range
 - (1) Do not use head gear to collect brass
 - (2) Wear mask when sweeping the range. This is especially applicable for an indoor range
 - (3) Wash your hands thoroughly with soap and cold water when done
 - (4) Avoid eating and drinking until your hands are clean
 - d. Preventive measures during weapon maintenance
 - (1) Wear latex gloves if possible
 - (2) Do not touch face/ mouth area. Avoid contact with your eyes
 - (3) Clean weapon in area away from places where food is consumed
 - (4) Avoid eating or drinking while using gun cleaning equipment
 - (5) Ensure cleaning equipment (rags, patches, etc.) are disposed of properly
 - (6) When done, wash hands thoroughly with soap and cold water
 - e. Preventive measures after range departure
 - (1) Consider changing your clothes as soon as possible. Wash separately from other clothing

- (2) Avoid tracking contamination into your residence by leaving your range shoes or boots outside
- (3) Shower when reasonably possible
- (4) Avoid contact with family members, especially small children, until you have changed clothes and showered

B. POST Requirements

1. Firearms training program hours
2. Firearms training content
 - a. Firearms safety
 - b. Equipment selection
 - c. Weapon maintenance
 - d. Basic principles of firing a LE handgun
 - e. Weapon management
 - f. Decisional shooting
 - g. Tactical situations
 - h. Dim light shooting
 - i. Off duty/plain clothes carry
 - j. Handgun Qualification Course
3. POST Rule 21 – Basic, Refresher, and Reserve Training Academies
 - a. Site safety plans
 - b. Equipment
 - c. Attendance
 - d. Duty to report
4. POST Rule 23 – Academy Skills Instructors
 - a. Recognition of academy skills instructors
 - b. Assistant skills instructors
 - c. Full skills instructors
 - d. Lead skills instructors.
5. POST Rule 24 – Skills Training Safety and Skills Program Requirements for Basic and Reserve Academies
 - a. All skills training programs
 - b. Firearms training

C. Weapon Maintenance

1. Semi-automatic handguns
 - a. Make and models

- (1) Discuss various makes for LE
- (2) Sizes
- (3) Single action
- (4) Traditional double action
- (5) Double action only
- (6) Striker fired
- b. Nomenclature of a semi-automatic handgun (including magazines)
 - (1) Identify parts and their function
- c. Functioning of a semi-automatic (Cycle of operations)
 - (1) Feed
 - (2) Fire
 - (3) Extract
 - (4) Eject
- d. Safety features of a semi-automatic handgun
- e. The function checks for semi-automatics
 - (1) Visual inspection for cleanliness, maintenance and lubrication
 - (2) Manufacturer's recommended function checks taught in armorer's courses
- f. Weapon maintenance for semi-automatics
 - (1) Field stripping
 - (2) Manufacturer recommended cleaning procedures

D. Basic Principles of Firing a Law Enforcement Handgun

- 1. Basic fundamentals of marksmanship
 - a. Stance
 - b. Grip
 - c. Sight picture/sight alignment
 - d. Trigger manipulation (trigger press)
 - e. Breath control
 - f. Follow through /recovery
- 2. Proper presentation (draw) and holstering of the handgun

E. Weapon management

- 1. Loading and unloading a semi-automatic pistol
- 2. Reloading a semi-automatic pistol
 - (1) Tactical
 - (2) Combat
- 3. Malfunctions-clearance/causes
 - (1) Failure to feed
 - (2) Failure to fire

- (3) Failure to extract
- (4) Failure to eject
- 4. Weapon status

F. Tactical Situations

- 1. Definition: A sequence of moves or actions that limits the suspect's ability to inflict harm and that advances the ability of the officer to conclude the situation in the safest and least intrusive manner.
- 2. Ready Positions
 - a. Ready (Extended)
 - i. The arms are fully extended; the gun is below eye level, just enough to see what needs to be seen.
 - ii. Muzzle is depressed.
 - b. Ready (Compressed)
 - i. Elbows are bent with the forearms on or close to the ribcage.
 - ii. Muzzle is depressed.
 - c. Other Ready Positions
 - i. Position "Sul"
 - ii. High ready positions
- 3. Scanning and Searching
 - a. Scanning
 - i. After identifying a threat and/or shooting a threat, keep the weapon pointed at the threat and scan the area, 360 degrees, looking for additional threats, non-threats, assisting officers, etc.
 - ii. Breathing as you scan helps break up "tunnel vision" and refreshes rod cells to restore night vision.
 - b. Searching
 - i. Looking for unknown or possible threats.
 - ii. Searching with a weapon-mounted light vs. searching with a handheld light.
 - iii. Handheld lights are primary light sources that should be used for searching when the officer cannot justify pointing the handgun at everything they encounter while searching.
 - iv. Weapon mounted lights are secondary light sources and should only be used when the officer can justify pointing the handgun at a subject.
 - c. POST Engagement Considerations
 - i. Threat status
 - ii. Weapon status
 - iii. Security
 - Cover/Concealment
 - Verbal Commands

- iv. Immediate Action Plans
 - Plans for suspect or bystander actions.
 - v. Communications
 - vi. Rescue
 - Self-check and aid
 - Buddy check and aid
 - Victim/Bystander check and aid
 - Suspect check and aid
 - 18-1-707 (2)(c)
4. Shot Placement
- a. Upper Chest
 - b. Head (face)
 - c. Pelvis (bone structure)
 - d. Targets of Opportunity
 - e. Shooting Through Barriers
5. Shooter Movement
- a. Lateral Movement
 - b. Forward Movement- Advancing on the threat
 - c. Rearward Movement – Away from the threat
6. Threat Movement
- a. Methods to hitting a laterally moving threat
 - b. Advancing threat
 - c. Threat moving away from you
7. Multiple Threat and Assessment
- a. Threat Assessment
 - b. Tactical considerations
8. Positional Shooting
- a. Primary Shooting Positions
 - i. Kneeling
 - ii. Prone
 - b. Secondary Shooting Positions
 - i. Squatting
 - ii. Sitting
 - c. Unconventional Shooting Positions
 - i. Shooter on their back (Supine)
 - ii. Shooter on their side
 - d. Scanning and Searching from Positions

9. Cover and Concealment
 - a. Definitions
 - b. Cover
 - c. Concealment

10. Long Distance Shooting
 - a. 25 Yards and Beyond
 - b. Distance vs. survivability
 - c. Range of handgun and officer responsibility
 - d. Tactics Involved
 - e. Threat identification and justification

11. Strong/Support Hand Only Shooting and Weapons Management
 - a. Reasons
 - b. Marksmanship
 - c. Presentation
 - d. Reloading
 - e. Malfunction clearances

12. Close Distance Shooting

13. Shooting From and Around a Vehicle

G. Decisional Shooting

1. Torres v. Madrid (S.C. 2021)
 - a. In this opinion, the Supreme Court identified two types of seizures related to use of force:
 1. The application of physical force to the body of a person with intent to restrain is a seizure even if the person does not submit and is not subdued, or
 2. The acquisition of control either by voluntary submission to a show of authority or the termination of freedom of movement.

2. Graham v. Connor (S.C. 1989)
 - a. In this opinion, the Supreme Court said it is the totality of the circumstances that is most operative in determining the reasonableness of a particular use of force.
 - b. The following three factors Graham factors are always inclusive but not exclusive in any analysis of force:
 1. The severity of the crime at issue
 2. Whether the suspect poses an immediate threat to the safety of the

- officers or others,
 - 3. Whether the suspect is actively resisting arrest or attempting to evade arrest by flight
 - c. Because every use of force is particular to the circumstances, there can be many other factors considered in determining the reasonableness of force.
3. *Larsen v. Murr* (10th Circuit 2008)
- a. In this opinion, the 10th Circuit said that in determining the second Graham factor (whether the suspect poses an immediate threat to the safety of the officers or others), the court would use the following factors (known as the Larsen factors):
 - 1. The distance separating the officers and the suspect.
 - 2. Whether any hostile motions were made with the weapon towards the officers.
 - 3. The manifest intentions of the suspect.
 - 4. Whether the officers ordered the suspect to drop his weapon, and the suspect's compliance with police commands.
4. *Allen v. Muskogee* (10th Circuit 1997)
- a. In this opinion, the 10th Circuit established its factors in determining officer created jeopardy:
 - 1. Excessive force inquiry includes not only the officers' actions at the moment that the threat was presented, but also may include their actions in the moments leading up to the suspect's threat of force.
 - 2. We will thus consider an officer's conduct prior to the suspect's threat of force if the conduct is immediately connected to the suspect's threat of force.
 - b. The officer's actions must reach the level of deliberateness or recklessness.
 - c. Responding officers who unnecessarily compress time and distance that result in unreasonable force also place themselves and others in greater danger due to their actions. Due to liability concerns, an agency is less likely to retain an officer who has a history of acting recklessly.
5. Colorado statutes related to the application of force
- a. CRS 18-1-707 (as it relates to deadly force)
 - b. CRS 18-1-704 (as it relates to deadly force)
 - c. CRS 18-8-802
6. Ability, Opportunity, and Intent
- a. A threat assessment tool that enables officers to identify potential threats in time compressed, dangerous situations.
 - b. Ability (means): The capacity for one to cause bodily injury, serious bodily injury, or death.

- c. Opportunity (proximity): Circumstances are such that the suspect can use his ability to cause bodily injury, serious bodily injury, or death.
 - 1. How close is the suspect to the officers or others?
 - 2. Are there obstacles between the suspect and others?
 - 3. Is the suspect restrained or not?
 - d. Intent: Based on the reasonably perceived threat encountering the officers or others
 - 1. The officer reasonably believes the suspect's actions or words will place the officer or others in danger.
 - 2. The officer makes a determination on the suspect's intent based on the totality of the circumstances (objective factors).
 - e. Risk is the presence of at least one but not all three of the prerequisites; therefore, allowing the officer to de-escalate. However, the officer must be aware of the potential for the remaining factors to materialize.
7. Awareness Spectrum: A training tool that depicts a color code to illustrate an officer's awareness whether it be a global focus, narrow focus, or anywhere in between. The colors depicted are white, yellow, orange, red, and black.
8. De-Escalation
- a. It is a process where an officer applies critical thinking, tactics, and communication skills where feasible to resolve encounters with irrational, unpredictable, or suicidal people by avoiding the use of force or reducing or limiting the amount of force necessary to accomplish a lawful objective.
 - b. It is a factor in the totality of the circumstances.
 - c. The 3 types of de-escalation are verbal, tactical, and physical.
 - d. Neither statute nor case law mandate de-escalation prior to the use of force; it is circumstance dependent.
9. Mental Health and the Application of Deadly Force
- a. In *Ceballos v. Husk* (2019), the 10th Circuit states:
 - 1. The mentally ill or disturbed condition of the suspect is a relevant factor in determining the reasonableness of force.
 - 2. Diminished capacity is not just restricted to mental illness, but may be caused by "health problem, emotional stress, drunkenness or drugs."
 - b. Conversely, knowledge of a suspect's diminished capacity does not preclude officers from using reasonable force to protect themselves or others.
10. Firearms Thresholds
- a. Unholstering handgun [deploying rifle/shotgun]: Based on the totality of the circumstances, there is a substantial risk the situation may escalate to the point where deadly force may be justified.
 - b. Intentionally pointing a firearm at a person: Reasonable suspicion (requires a

- written report).
 - c. Application of deadly force: Probable cause (thorough inter-agency investigation).
- 11. Medical Considerations
 - a. If an injury results from a use of force, officers must notify appropriate medical personnel.
 - b. If the scene is rendered safe based on the totality of the circumstances, officers will render appropriate medical aid as quickly as reasonably possible to the extent of their training.
 - c. Once individuals are compliant, subdued, or restrained, they should be placed in a position which does not hinder their breathing (recovery position).
- 12. Deadly Force Prohibitions
 - a. Applying deadly force to apprehend a person who is suspected of only a minor or nonviolent crime.
 - b. Employing deadly force when it creates a substantial risk of injuries to other persons.
 - c. Applying deadly force for the purpose of retaliation, punishment, or unlawful coercion.
 - d. Applying deadly force because the officer is angry or experiencing an adrenaline release.
- 13. Deadly Force Considerations
 - a. Edged and blunt weapon considerations
 - i. There is no such thing as the “21-foot rule.”
 - ii. Deadly weapon plus proximity does not necessarily justify the application of deadly force.
 - iii. There is no such thing as a mechanical application of reasonable force.
 - iv. The application of force is dependent upon the totality of the circumstances.
 - b. Responsibilities of the officer
 - i. Officers, when justified to use deadly force, shoot to stop the threat.
 - ii. Officers do not shoot to kill, do not shoot to wound, and should not fire warning shots.
 - iii. Officers are responsible for every round fired.
 - iv. Officers cannot use deadly force just because other officers are engaging.
 - v. An officer’s decision to apply deadly force must be based on the officer’s perception derived from the totality of the circumstances.
 - vi. Officers cannot apply deadly force because they think something looks like a weapon or could be a weapon; officers must have an objectively reasonable belief based on the totality of the circumstances.

H. Dim Light Shooting

1. Considerations
 - a. Types of iron sights
 - b. Carry multiple lights
 - c. Lumens vs Candella
2. Eye Physiology
 - a. 120 million rods per eye; evenly distributed over the entire retina, which aids in:
 - i. Shape / Outline
 - ii. Movement: Direction & Speed
 - iii. They cannot detect anything else.
 - b. 6 million cone receptors per eye; located in the small area of the macula, which aids in:
 - i. Because of the reduced ability to perceive detail, diminished depth perception and difficulty distinguishing colors in low light, recognizing ability, opportunity and intent can become more difficult in low light situations.
3. Eye Behavior in Dim Light Conditions
 - i. To adapt from bright light to very dark
 - ii. To adapt from very dark to bright light
4. Seven primary target indicators
 - a. Sound
 - b. Movement
 - c. Reflection
 - d. Contrast
 - e. Outline
 - f. Smell
 - g. Light
5. Uses of Light
 - a. Navigate
 - b. Locate
 - c. Identify
 - d. Control / Engage Subject Behavior
6. Handheld Flashlights (Primary Light Source)
 - a. Advantages
 - b. Disadvantages
 - c. Techniques
 - i. Harries method
 - ii. Chapman method
 - iii. Rogers or Syringe method

- iv. One-handed
 - FBI
 - Neck-index
 - Other
7. Weapon Management
- i. Turn light off
 - ii. Secure flashlight
 - iii. Based on the situation, either re-load or clear malfunction
 - iv. Re-acquire flashlight in support hand and illuminate threat to re-assess
8. Weapon Mounted Lights (Secondary Light Source)
- a. Advantages
 - b. Disadvantages
 - c. WML Considerations
 - i. Low light situations where use of a duty weapon is reasonable
 - ii. Training with WML required
 - iii. Laser aiming devices
 - iv. Grip activation pads
 - v. Mounted on weapon and secured in holster
 - d. Weapon Mounted Light Manipulation
 - i. WML will be activated by the support hand thumb while using a two-handed grip
 - ii. Index finger will be used to activate a WML only in exigent circumstances such as:
 - K-9 Operations
 - Injured / Disabled
 - Special Operations

I. Off Duty/Plain Clothes

- 1. Statutory authority
 - a. § 16-2.5-101, C.R.S.
 - b. § 18-12-106, C.R.S.
 - c. Law Enforcement Officers Safety Act (LEOSA)
 - i. 18 U.S.C. 926B
 - ii. 18 U.S.C. 926C
- ~~2.~~ Agency directives
 - a. Policy should be adhered to
 - b. Policies may include
 - i. Training and qualification requirements
 - ii. Authorized weapons and ammunition

- iii. Conditions or restrictions on off duty carry
 - iv. Plainclothes assignment requirements (e.g., minimum required equipment while on duty)
- 3. Training
 - a. Equipment and weapons for both off duty and plainclothes
 - b. How to provide safe training environments for off duty/plainclothes equipment (e.g. small of the back or ankle holsters)
- 4. Situational awareness
 - a. Officers' situational awareness while armed and off duty should be the same as while on duty
- 5. Tactics
 - a. Plainclothes responsibilities vs off duty "obligation"
 - b. When and how to identify oneself as a peace officer while not in uniform
 - c. Off duty considerations – being a good witness vs when to become involved
 - d. Tactics without on duty equipment (e.g. ballistic vest, radio, flashlight)
 - e. What to do when on duty uniformed officers arrive
 - f. Considerations for family or friends that may be with officers while off duty

J. Liability

- 1. Potential Instructor and Agency Liability
 - a. Liability may attach to an individual who has the authority to direct the actions of others.
 - b. Administrators and governments may be held liable for injuries caused by their employees if the act that caused the harm fairly represents official policy or custom.
 - c. "Deep Pockets Theory:" Plaintiff's attorneys will seek all failures in Chain of Command – hiring, retention, training, supervision, and management.
- 2. Canton v. Harris (S.C. 1989)
 - a. In its opinion, the Supreme Court ruled that a municipality may be held liable for violating a person's civil rights where violations result from the municipality's failure to adequately train its employees only if that failure reflects a deliberate indifference.
 - b. The focus must be on the adequacy of the training program in relation to the tasks the officers must perform.
 - c. In Canton v. Harris (Note 10) the Supreme Court states:
 - 1. For example, city policymakers know to a moral certainty that their police officers will be required to arrest fleeing felons. The city has armed its officers with firearms, in part to allow them to accomplish this

task. Thus, the need to train officers in the constitutional limitations on the use of deadly force, ... can be said to be "so obvious," that failure to do so could properly be characterized as "deliberate indifference" to constitutional rights.

2. It could also be that the police, in exercising their discretion, so often violate constitutional rights that the need for further training must have been plainly obvious to the city policymakers, who, nevertheless, are "deliberately indifferent" to the need.

3. Additional Failure to Train Case Law

- a. *Zuchel v. Denver* (10 Circuit 1993): In its opinion, the court upheld the trial court's ruling.
 1. The involved officer's use of force was found to be unreasonable.
 2. Agency CEO was placed on notice by the DA for the need for additional training: analyzing situations, develop options, and select options that minimize the likelihood of a violent confrontation; establish periodic live-fire shoot/don't shoot courses of fire under street conditions. Recommendations were not implemented.
- b. *Sager v. Woodland Park* (Colorado federal district court 1982): Third party training liability – other instructors/agencies outside of the involved officer's agency may be held accountable for inadequate training. Also, the inference that instructors are accountable for all training materials to include lesson plans, PowerPoints, handouts, exercises, and videos.
- c. *Stamps v. Town of Framingham* (1st Circuit 2016): In its opinion, the court ruled that it was clearly established that pointing a loaded firearm at the head of an innocent and compliant person with the safety off, finger on the trigger was constitutionally impermissible even if the shooting was accidental.
- d. *Brown v. Gray* (10th Circuit 2000): In its opinion, the court said if an agency mandates off-duty carry, the agency must provide training.
For the purposes of discussion, if an agency has a policy that off-duty carry is optional, does the agency need to provide training?
- e. *Wright v. City of Euclid* (6th Circuit 2020): In its opinion, the court found that the agency's training was inadequate. The court noted the agency's arrest control training included an inappropriate video and PowerPoint slides as attempts at humor that could lead one to perceive a lack of seriousness or cavalier attitude towards training related to the application of force.

4. Mitigating Liability

- a. Avoiding liability lawsuits
 1. Prepare to defend what you have developed and taught.
 2. Support it with documentation.
 3. Understand and enforce the use of force and firearms policies.
- b. Training Requirements and Documentation

1. Administrators have a duty to train.
 2. Prove officers were properly trained.
 3. Attendance at training does not equate to learning.
 4. Learning should be measured and documented.
 5. Training must occur before duties performed.
- c. Important Documentation
1. Courts may require and examine all documents.
 2. All lesson plans (ensure lesson plans include performance objectives, review of safety requirements, means to measure learning, handouts, PowerPoints, videos, practical exercises, scenarios, etc.)
 3. A lesson plan shall also include lesson plan author, date developed, date of last revision, and name and title of the person who approved the lesson plan.
 4. All officers' training records to include classes, rounds fired, qualification results for on-duty and off-duty firearms, remedial training documentation, etc.
5. Qualification vs. Training
- a. Qualification is a periodic affirmation that the individual retains or has regained the minimum skills required by the agency to be allowed to carry a firearm.
 - b. Training is the means by which the individual learns to use those skills and acquire new ones in realistic, unforeseen and unpracticed ways that specifically relate to conditions relevant to the individual's job and duty.
6. Applicable Training
- a. Training must be evidence-based, and should be recent, relevant, realistic, safe, and conducted periodically.
 - b. Training should include but is not limited to:
 1. Moving threats.
 2. Dim and altered light shooting.
 3. Distance shooting.
 4. Decisional shooting including shoot/no-shoot scenarios.
 5. Training that requires students to articulate their actions and decisions based on use of force policy, statute, case law, and generally accepted practices.
 6. Live-fire scenarios in simulated residential/rural areas.
 7. Reality-based training scenarios that include situations that allow for de-escalation where feasible, encountering subjects with diminished capacity, and situations where students can reasonably intervene to prevent or stop unlawful force.
 8. Safety must be emphasized in all aspects of training.

K. Teaching and Coaching Methods

1. Instructor role, purpose and duties
 - a. Instruction (e.g., new student, in-service, remedial)
 - b. Coaching
 - c. Motivating
 - d. Evaluating
2. Primary learning styles for physical skills
 - a. Auditory
 - b. Visual
 - c. Kinesthetic
 - d. Verbal
3. Teaching methods
 - a. Lecture
 - b. Facilitated discussion
 - c. Demonstration
 - d. “EDIP Principle”
 - i. Explain, Demonstrate, Imitate, Practice
 - e. Role play
4. Outcome and Performance Based Training
 - a. Outcome based training evaluates the student on the results achieved, regardless of the methods used to achieve them
 - b. Performance based training focuses on the process of executing a task or skill and evaluates the areas to be improved in order to improve overall results
5. Providing feedback
 - a. When to provide feedback
 - b. “What’s important now” - what to critique – prioritizing safety and performance objectives
 - c. How to constructively critique
 - d. How much feedback to provide at one time
6. Evaluating common problems
 - a. Safety
 - b. Shooting fundamentals
 - c. Optics related problems
 - i. Astigmatism
 - ii. Phoria
 - d. Weapon manipulation
 - e. Decisional shooting exercises

7. Reasons shooters fail
 - a. Lack of initial instruction
 - b. Failure to identify deficiencies
 - c. Refusal to correct identified deficiencies
 - d. Outside influences (e.g., outside instructors, social media, movies, etc.)

8. Training aids
 - a. Classroom training aids
 - b. Range training aids
 - i. Florescent color dummy rounds
 - ii. Props for demonstration (e.g. sight picture drawings)
 - iii. Props for skill exercises (e.g. cover/concealment barricades, cones)
 - iv. Timers
 - v. Video analysis apps

9. Classroom Liability
 - a. Opening remarks should include general learning goals and performance objectives
 - b. Establish time for questions
 - c. Be careful with private conversations because comments may be misunderstood, create allegations of favoritism, or suggest misconduct
 - d. Know the target audience; be careful with humor
 - e. For anything students will accomplish, they should be told:
 - i. What they need to do (task)
 - ii. The conditions and circumstances the task must be accomplished under (conditions)
 - iii. How well do they need to perform the task (standard)

II. HANDGUN QUALIFICATION COURSE

A. Target:

1. The target for formal qualification attempts will be the Colorado POST target. The target has no scoring rings, and a dotted line designates a head area. The target depicts a handgun pointing directly at the shooter attempting the qualification course.

2. This qualification course is a pass/fail course, and all rounds must be fired and must be on the silhouette to pass. All rounds must be full caliber hits to pass.

3. The stipulated headshot must be in the head above the chin line of the

target. Failure to accurately place the headshot in the head will result in a “Does Not Qualify” (DNQ).

4. Any rounds not accounted for on the target will result in a DNQ.

B. General:

1. The course must be fired in the given order. All rounds MUST be fired exactly as described and within the time parameters for each stage. Failure to fire all 25 rounds as described will result in a-DNQ.
2. Verbal challenges are optional; verbiage and usage are at the academy/agency's discretion.
3. For the purpose of this qualification course, the "standby position" (meaning that the next command will likely be the stimulus to fire) will be the interview position or a position of readiness taught by the academy.
4. When starting a stage with the pistol in the holster, the pistol must be fully secure, and all active retention devices/straps must be secured unless otherwise prescribed by the instructor.
5. For the purpose of this qualification course, "ready" is defined as the muzzle of the weapon depressed below the point of aim with the trigger finger outside of the trigger guard and indexed along the side of the slide/frame.
6. For the purpose of this qualification course, "cover" is defined by the facilities available at the range and according to the instructions of the instructor but must use an actual barricade/barrel/object.
7. For the purpose of this qualification course, cuffing may be done with actual handcuffs OR with a similar size object (block of wood, empty 50 round ammo box, etc.).
8. For the purpose of this qualification course, “head shot” is defined as the head above the chin line and must be full caliber hit.
9. For the purpose of this qualification course, the flashlight in Stage 4 must be handheld and will be in addition to a pistol mounted light. The student must use an acceptable handheld flashlight method for qualification as taught in the firearms program.

10. Ammunition management is the shooter's responsibility.
11. If there is an issue with the firearm or ammunition that is out of the shooter's control, they will receive an alibi. An alibi will only be given if the shooter attempts to perform the proper malfunction clearance and an instructor can confirm the issue.
 - a. If the issue is confirmed, the shooter will have an opportunity to perform the stage again in its entirety.
 - b. In the event the shooter cannot complete the qualification, it will not count as an official attempt.

A. COURSE

STAGE	DISTANCE	# ROUNDS	TIME	POSITION
1	3 yd. line	2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step right
		2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step left
2	7 yd. line	3 body	5 sec.	Standing, gun out Fire while advancing to 3 yd. line
3	1 yd. line	2 body	4 sec.	Standing, holstered, handcuffs in the dominant hand Draw & fire while backing up
4	5 yd. line	2 body	3 sec.	Standing, gun out, with handheld flashlight in support hand
		2 body	3 sec.	Standing, gun out One hand, strong hand only
5	7 yd. line	2 body	6 sec.	FAILURE TO FIRE Empty chamber, loaded magazine Standing, holstered 1 step right or left while clearing
6	10 yd. line	2 body	8 sec.	COMBAT RELOAD Loaded chamber, 1 round in magazine Standing, gun out Fire two rounds then take 1 step right or left while reloading After reloading, fire third round
		1 body		
7	15 yd. line	2 body	15 sec.	FAILURE TO EXTRACT Standing, gun on target 1 step left or right while clearing or move to a covered standing or kneeling position while clearing
8	25 yd. line	2 body	15 sec.	Standing, holstered Position of choice – standing or kneeling while using cover When the target faces away or after the 15 seconds, perform tactical reload (not timed)
9	1 yd. line	2 body 1 head	5 sec.	Standing, holstered 2 shots to the body and 1 shot to the head while backing up

TOTAL NUMBER OF BODY SHOTS: 24
 TOTAL NUMBER OF HEAD SHOTS: 1
 TOTAL NUMBER OF ROUNDS FIRED: 25

REQUIRED NUMBER OF ROUNDS ON SILHOUETTE TO QUALIFY: **25**

EXPLANATION OF EACH STAGE OF FIRE

- Stage 1, 3 yards The shooter stands in front of target with the weapon loaded, charged and secured in the holster. On the command to fire the shooter draws while taking 1 step to the right and fires 2 rounds to the body of the target. Time allowed is 4 seconds. The shooter stands in front of target with the weapon loaded, charged, and secured in the holster. On the command to fire, the shooter draws while taking 1 step to the left and fires 2 rounds to the body of the target. Time allowed is 4 seconds.
- Stage 2, 7 yards The shooter stands in front of the target with the weapon loaded, charged, and at the ready position. On the command to fire the shooter fires 3 rounds to the body while advancing to the 3-yard line. The time allowed is 5 seconds.
- Stage 3, 1 yard The shooter stands in front of the target with the weapon loaded, charged, and secured in the holster. The shooter will simulate handcuffing by having handcuffs in one hand with the other hand out in front ready to defend. On the command to fire, the shooter will drop the handcuffs, draw, assume a two-handed shooting position, and fire 2 rounds to the body while backing up. Time allowed is 4 seconds.
- Stage 4, 5 yards The shooter stands in front of the target with the weapon loaded, charged, and at the ready position with the flashlight held in the support hand. On the command to fire, the shooter will fire 2 rounds to the body using an acceptable handheld flashlight method. Time allowed is 3 seconds. The shooter stands in front of the target with the weapon loaded, charged, and at the ready position. On the command to fire, the shooter will fire 2 rounds to the body one handed, strong hand only. Time allowed is 3 seconds.
- Stage 5, 7 yards PRIOR TO BEGINNING THIS STAGE, WEAPON WILL BE CONFIGURED SO THAT THE CHAMBER OF THE WEAPON IS EMPTY WITH A LOADED MAGAZINE SEATED IN THE WEAPON. The shooter stands in front of the target with the weapon secured in the holster. On the command to fire, the shooter will draw and attempt to fire the weapon. The shooter will apply immediate action while stepping to the left or right (direction will be determined by the lead instructor) and fire 2 rounds to the body. Time allowed is 6 seconds.
- Stage 6, 10 yards PRIOR TO BEGINNING THIS STAGE, THE WEAPON WILL BE CONFIGURED SO THAT THE CHAMBER IS LOADED WITH ONLY 1 ROUND IN THE MAGAZINE (THIS WILL ENSURE THE SLIDE WILL LOCK BACK TO THE REAR AFTER FIRING 2 ROUNDS).

The shooter stands in front of the target with the weapon loaded, charged, and held at a ready position. On the command to fire, the shooter will fire 2 rounds to the body. After the slide locks to the rear, the shooter will perform a combat reload while stepping to the right or left (direction will be determined by the lead instructor) and fire 1 round to the body. Time allowed is 8 seconds.

Stage 7, 15 yards

PRIOR TO BEGINNING THIS STAGE, THE WEAPON WILL BE CONFIGURED SO THAT THE WEAPON HAS A DOUBLE FEED (FAILURE TO EXTRACT). THERE WILL BE AN EMPTY CASING OR FLUORESCENT-COLORED “DUMMY ROUND” IN THE CHAMBER AND A LOADED MAGAZINE SEATED IN THE WEAPON WITH THE SLIDE FORWARD SO THAT THE TOP ROUND IN THE MAGAZINE PRESSES AGAINST THE CASING IN THE CHAMBER.

The shooter stands in front of the target with the weapon at the ready position. On the command to fire, the shooter will attempt to fire the weapon. The shooter will clear the malfunction while taking 1 step to the right or left (direction will be determined by lead instructor) and fire 2 rounds to the body. If cover is available, the shooter will move to a covered kneeling position or a covered standing position while clearing the malfunction. Time allowed is 15 seconds.

Stage 8, 25 yards

The shooter stands in front of the target with the weapon loaded, charged, and weapon secured in the holster. On the command to fire, the shooter will draw while moving to cover and fire 2 rounds to the body. The shooter has the option to fire from a covered standing or covered kneeling position. The shooter has the option to fire from a braced position using his cover. Time allowed is 15 seconds. When the target faces away, or after the 15 seconds, the shooter will perform a tactical reload (not timed).

Stage 9, 1 yard

PRIOR TO BEGINNING THIS STAGE, ENSURE ANY SHOTS TO THE HEAD OF THE TARGET ARE MARKED.

The shooter stands in front of the target with the weapon loaded, charged, and weapon secured in the holster. On the command to fire, the shooter will draw and fire 2 rounds to the body then 1 round to the head while backing up. Time allowed is 5 seconds.

HANDGUN RED DOT SIGHT INSTRUCTOR PROGRAM

Effective January 1, 2025

REQUIRED MINIMUM HOURS: 16

I. CURRICULUM

General Learning Goals: The student will demonstrate the required knowledge and skill set to be a POST approved handgun red dot sight instructor.

Learning Objectives:

1. The student will demonstrate the required knowledge and skill set for the following subjects as it applies to a Red Dot Sight Handgun:
 - a. Firearms safety
 - b. Basic Principles of Firing a Law Enforcement Handgun
 - c. Weapon management
 - d. Tactical Situations
 - e. Weapon Maintenance
 - f. Handgun Qualification Course

Student Prerequisite to Participate in the Handgun RDS Instructor Program:

1. The student must successfully complete a Colorado POST-approved Handgun Instructor Program.

Student Completion Requirements:

1. The student will be required to demonstrate proficiency with a handgun equipped with a red dot sight (RDS) on the first day of the Handgun RDS Instructor Program by successfully passing the POST Handgun Qualification Course with a score of 100%.
 - a. The course will be completed after receiving the firearms safety course. Immediately following the safety course, successful completion of the qualification must be accomplished before continuing in the program.
 - b. The student will be allowed a maximum of two attempts to qualify.
 - c. Failure to qualify will result in dismissal from the Handgun RDS Instructor Program.
2. The student must attend all 16 hours of the Handgun RDS Instructor Program.
3. The student must abide by the four rules of firearms safety at all times.

Failure to do so will result in dismissal from the Program.

4. The student must use an authorized RDS-equipped handgun that is approved for duty use throughout the Handgun RDS Instructor Program.
5. The student will fire a minimum of 300 rounds during the Handgun RDS Instructor Program.

Instructor Prerequisites to Instruct Any Portion of the Handgun RDS Instructor Program:

1. Each instructor must have a minimum of five (5) years full-time peace officer experience.
2. Each instructor must have a minimum of three (3) years experience as a full skills instructor.
3. Each instructor must have four times as many hours as a POST academy firearms program hours of documented firearms instruction as a firearms instructor in Colorado POST- approved basic or reserve academies.
4. Each instructor must have successfully completed an RDS instructor course at least 16 hours in length. If the course was completed after January 1, 2024, the course must be a POST-approved course.

A. Firearms Safety

1. Four rules of firearms safety
 - a. All weapons must be treated as if they are always loaded.
 - b. Never let the muzzle of a weapon point at anything you are not willing to destroy.
 - c. Keep your finger off the trigger and out of the trigger guard until the sights are on the target and you are prepared to shoot.
 - d. Always be certain of the target and beyond.
2. Safety on the firing range
 - a. Fluorescent plastic dummy ammunition
 - b. Range commands
3. Safety considerations in the classroom
4. Live fire required/recommended equipment.

B. Basic Principles of Firing a Law Enforcement Handgun

1. Basic fundamentals of marksmanship
 - a. Stance

- b. Grip
- c. Sight Picture/Sight Alignment
 - (1) Iron sights
 - Align front and rear sights
 - Overlay on target/threat
 - Front sight focus
 - (2) Red dot sights/optics
 - Target/threat focus
 - Acquire Dot
 - Superimpose dot on target/threat while maintaining target/threat focus
- d. Trigger Manipulation (trigger press)
 - (1) Pressing the trigger to the rear to discharge the weapon
 - (2) Methods
 - (3) Finger position
- e. Breath Control
- f. Follow Through/Recovery

2. Proper Presentation (draw) and holstering of the handgun

C. Weapon management

- 1. Loading and unloading
- 2. Weapon status
- 3. Reloading a semi-automatic
 - a. Tactical
 - b. Combat
- 4. Malfunctions
 - a. Failure to feed
 - b. Failure to fire
 - c. Failure to extract
 - d. Failure to eject
- 5. Optics malfunctions
 - a. Battery failure
 - b. Objective lens damaged, cloudy, or dirty
 - c. Ocular lens damaged, cloudy, or dirty
- 6. RDS zeroing

D. Tactical Situations

- 1. Shot placement
 - a. Upper Chest
 - b. Head (face)
 - c. Pelvis (bone structure)

- d. Targets of Opportunity
 - e. Shooting Through Barriers
2. Shooter movement
 3. Long distance shooting
 4. Strong/Support hand only shooting and weapon management
 5. Escalation / De-escalation
 6. Dim light shooting
- E. Weapon Maintenance
1. RDS Nomenclature
 2. RDS Maintenance and preventative maintenance
- F. Handgun Qualification Course

STAGE	DISTANCE	ROUNDS	TIME	POSITION
1	3 yd. line	2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step right
		2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step left
2	7 yd. line	3 body	5 sec.	Standing, gun out Fire while advancing to 3 yd. line
3	1 yd. line	2 body	4 sec.	Standing, holstered, handcuffs in dominant hand Draw & fire while backing up
4	5 yd. line	2 body	3 sec.	Standing, gun out, with handheld flashlight in support hand
		2 body	3 sec.	Standing, gun out One hand, strong hand only
5	7 yd. line	2 body	6 sec.	FAILURE TO FIRE Empty chamber, loaded magazine Standing, holstered 1 step right or left while clearing
6	10 yd. line	2 body 1 body	8 sec.	LOCK BACK – COMBAT RELOAD Loaded chamber, 1 round in magazine Standing, gun out Fire two rounds then take 1 step right or left while reloading After reloading, fire third round

7	15 yd. line	2 body	15 sec.	FAILURE TO EXTRACT Standing, gun on target 1 step left or right while clearing or move to a covered standing or kneeling position while clearing
8	25 yd. line	2 body	15 sec.	Standing, holstered Position of choice – standing or kneeling while using cover When the target faces away or after the 15 seconds, perform tactical reload (not timed)
9	1 yd. line	2 body 1 head	5 sec.	Standing, holstered 2 shots to the body and 1 shot to the head while backing up

TOTAL NUMBER OF BODY SHOTS: 24

TOTAL NUMBER OF HEAD SHOTS: 1

TOTAL NUMBER OF ROUNDS FIRED: 25

REQUIRED NUMBER OF ROUNDS ON SILHOUETTE TO QUALIFY: 25

**INTEGRATED HANDGUN/RED DOT SIGHT
INSTRUCTOR PROGRAM**
Effective January 1, 2025

REQUIRED MINIMUM HOURS: 44

I. CURRICULUM

General Learning Goal: The student will demonstrate the required knowledge and skill set to be a POST-approved handgun instructor.

Specific Performance Outcomes:

1. The student will demonstrate the required knowledge and skill set for the following subjects:
 - a. Firearms safety
 - b. POST requirements
 - c. Weapon Maintenance
 - d. Basic Principles of Firing a Law Enforcement Handgun
 - e. Weapon Management
 - f. Tactical situations
 - g. Decisional shooting
 - h. Dim light shooting
 - i. Off duty/plain clothes
 - j. Training liability
 - k. Teaching and coaching the shooter

Student Completion Requirements:

1. The student will be required to demonstrate proficiency with a handgun equipped with a red dot sight (RDS) on the first day of the Handgun Instructor Program by successfully passing the POST Handgun Qualification Course with a score of 100%.
 - a. The course will be completed after receiving the firearms safety course. Immediately following the safety course, successful completion of the qualification must be accomplished before continuing in the program.
 - b. The student will be allowed a maximum of two attempts to qualify.
 - c. Failure to qualify will result in dismissal from the Handgun Instructor Program.
2. The student must attend all 44 hours of the Integrated RDS/Handgun Instructor Program.

3. The student must abide by the four rules of firearms safety at all times. Failure to do so will result in dismissal from the Program.
4. The student must use an authorized RDS-equipped handgun that is approved for duty use throughout the Handgun Instructor Program.
5. The student must participate in teach back exercises throughout the program.
6. The student must pass a minimum 50-question written examination with a score of 80% or higher.
 - a. The test will be broad in scope and include a balanced ratio of questions covering pertinent sections of the material presented in the program.
 - b. Any remedial process that will be used for failures will be documented in the program.
7. The student must pass a structured practical examination diagnosing specific shooter deficiencies or errors.
 - a. The method used to conduct the practical exam must be detailed in the lesson plan.
 - b. The practical examination will be pass/fail.
 - c. Any remedial process that will be used for failures will be documented in the program.

Instructor Prerequisites to Instruct Any Portion of the Handgun Instructor Program:

1. Each instructor must have a minimum of five (5) years full-time peace officer experience.
 2. Each instructor must have a minimum of three (3) years' experience as a full skills instructor.
 3. Each instructor must have four times as many hours as a POST academy firearms program hours of documented firearms instruction as an approved firearms instructor in Colorado POST- approved basic or reserve academies.
 4. Each instructor must have successfully completed an RDS instructor course at least 16 hours in length. If the course was completed after January 1, 2024, the course must be a POST-approved course.
- A. Firearms Safety
1. Four rules of firearms safety

- a. All weapons must be treated as if they are always loaded
 - b. Never let the muzzle of a weapon point at anything you are not willing to destroy
 - c. Keep your finger off the trigger and out of the trigger guard until the sights are on the target and you are prepared to shoot
 - d. Always be certain of the target and beyond
2. Safety on the firing range
- a. Range Safety Plan development
 - b. The Safety Plan should have a minimum of three components.
 - (1) Reliable communications
 - (2) The location of the Trauma Kit/AED or other life-saving equipment
 - (3) How or where to direct Rescue personnel to the Casualty Collect Point (CCP).
 - c. Range commands
 - (1) Commands should be loud, clear, and concise.
 - (2) All commands are to be executed immediately and exactly.
 - (3) Cease-Fire
 - a. The Cease-Fire command indicates a safety issue and should not be used to announce the time has elapsed.
 - b. If called, all individuals should cease all actions, point the weapon in a safe direction or holster, and repeat the Cease-Fire.
3. Safety considerations in the classroom
- a. No live ammunition should be allowed in the classroom.
 - b. All weapons and individuals should be checked for live ammunition per agency protocols.
4. Live fire required/recommended equipment
- a. Required Equipment
 - (1) Eye Protection
 - a. OSHA Standard Z87.1 ANSI shatter proof, wrap around protection is recommended
 - b. Clear lenses during dim light shooting
 - (2) Hearing Protection
 - a. OSHA Standard 1910.95, safe for 8 hours @ 85 decibels is recommended
 - b. Recommended Equipment
 - (1) Brimmed hat
 - (2) Body armor
 - a. NIJ Standard 0101.03, 0101.04, Level IIA or higher
 - (3) Individual first aid kit

- (4) New manufactured ammunition

- 5. Engaging steel targets
 - a. Advantages and disadvantages
 - b. Hardness
 - c. AR (Abrasion-Resistant) 500 and 550 are recommended
 - d. Adhere to manufacturer recommendations regarding:
 - (1) Calibers
 - (2) Distance
 - (3) Angle of Deflection
 - e. Do not use ammunition that travels slower than 400 ft/sec BB's or Airsoft, as they may bounce back
 - f. Do not use armor-piercing, steel core, or green tip ammo
 - g. Angle of deflection (splatter zones) and target placement
 - h. Brackets, bolts, and pocked steel can cause unpredictable splatter and secondary splatter zones

- 6. Lead Contamination Considerations
 - a. Lead and other contaminants are deposited at shooting ranges as rounds are fired. Particles can be dispersed in the air, lay on the ground, or seep into the soil. Health risks are:
 - (1) Damage to the brain and nervous system
 - (2) Behavioral problems and learning disabilities
 - (3) Reproductive problems
 - (4) Memory and concentration problems
 - (5) Muscle and joint pain

 - b. Preventive measures while shooting
 - (1) Avoid touching mouth/ face area
 - (2) Wash your hands thoroughly with cold water and soap before eating and drinking

 - c. Preventive measures while policing the range
 - (1) Do not use head gear to collect brass
 - (2) Wear mask when sweeping the range. This is especially applicable for an indoor range
 - (3) Wash your hands thoroughly with soap and cold water when done
 - (4) Avoid eating and drinking until your hands are clean

 - d. Preventive measures during weapon maintenance
 - (1) Wear latex gloves if possible
 - (2) Do not touch face/ mouth area. Avoid contact with your eyes
 - (3) Clean weapon in area away from places where food is consumed

- (4) Avoid eating or drinking while using gun cleaning equipment
 - (5) Ensure cleaning equipment (rags, patches, etc.) are disposed of properly
 - (6) When done, wash hands thoroughly with soap and cold water
- e. Preventive measures after range departure
- (1) Consider changing your clothes as soon as possible. Wash separately from other clothing
 - (2) Avoid tracking contamination into your residence by leaving your range shoes or boots outside
 - (3) Shower when reasonably possible
 - (4) Avoid contact with family members, especially small children, until you have changed clothes and showered

B. POST Requirements

1. Firearms training program hours
2. Firearms training content
 - a. Firearms safety
 - b. Equipment selection
 - c. Weapon maintenance
 - d. Basic principles of firing a LE handgun
 - e. Weapon management
 - f. Decisional shooting
 - g. Tactical situations
 - h. Dim light shooting
 - i. Off duty/plain clothes carry
 - j. Handgun Qualification Course
3. POST Rule 21 – Basic, Refresher, and Reserve Training Academies
 - a. Site safety plans
 - b. Equipment
 - c. Attendance
 - d. Duty to report
4. POST Rule 23 – Academy Skills Instructors
 - a. Recognition of academy skills instructors
 - b. Assistant skills instructors
 - c. Full skills instructors
 - d. Lead skills instructors.

5. POST Rule 24 – Skills Training Safety and Skills Program Requirements for Basic and Reserve Academies
 - a. All skills training programs
 - b. Firearms training

C. Weapon Maintenance

1. Semi-automatic handguns
 - a. Make and models
 - (1) Discuss various makes for LE
 - (2) Sizes
 - (3) Single action
 - (4) Traditional double action
 - (5) Double action only
 - (6) Striker fired
 - b. Nomenclature of a semi-automatic handgun (including magazines)
 - (1) Identify parts and their function
 - c. Functioning of a semi-automatic (Cycle of operations)
 - (1) Feed
 - (2) Fire
 - (3) Extract
 - (4) Eject
 - d. Safety features of a semi-automatic handgun
 - e. The function checks for semi-automatics
 - (1) Visual inspection for cleanliness, maintenance, and lubrication
 - (2) Manufacturer's recommended function checks taught in armorer's courses
 - f. Weapon maintenance for semi-automatics
 - (1) Field stripping
 - (2) Manufacturer recommended cleaning procedures
2. Handgun Optic / Red Dot Sight (RDS)
 - a. RDS Nomenclature
 - b. Types of Reflex Sights
 - (1) Advantages & Disadvantages
 - (2) Dot Sizes
 - (3) Back-Up Sights
 - c. RDS Mounting
 - d. RDS Maintenance and preventative maintenance

D. Basic Principles of Firing a Law Enforcement Handgun

1. Basic fundamentals of marksmanship
 - a. Stance
 - b. Grip
 - c. Sight picture/sight alignment
 - (1) Iron sights
 - a. Align front and rear sights
 - b. Overlay on target/threat
 - c. Front sight focus
 - (2) Red dot sights/ Optics
 - a. Target/threat focus
 - b. Acquire dot
 - c. Superimpose dot on target/threat while maintaining target/threat focus
 - d. Trigger manipulation (trigger press)
 - e. Breath control
 - f. Follow through ~~and~~ /recovery
2. Proper presentation (draw) and holstering of the handgun

E. Weapon management

1. Loading and unloading a semi-automatic pistol
2. Reloading a semi-automatic pistol
 - (1) Tactical
 - (2) Combat
3. Malfunctions-clearance/causes
 - (1) Failure to feed
 - (2) Failure to fire
 - (3) Failure to extract
 - (4) Failure to eject
4. Weapon status
5. Optics malfunctions
 - (1) Electronic failure
 - (2) Objective lens damaged, cloudy, or dirty
 - (3) Ocular lens damaged, cloudy, or dirty
6. RDS zeroing
 - (1) Distance
 - (2) Adjustments
 - (3) Parallax

(4) Mechanical offset

F. Tactical Situations

1. Definition: A sequence of moves or actions that limits the suspect's ability to inflict harm and that advances the ability of the officer to conclude the situation in the safest and least intrusive manner.
2. Ready Positions
 - a. Ready (Extended)
 - i. The arms are fully extended; the gun is below eye level, just enough to see what needs to be seen.
 - ii. Muzzle is depressed.
 - b. Ready (Compressed)
 - i. Elbows are bent with the forearms on or close to the ribcage.
 - ii. Muzzle is depressed.
 - c. Other Ready Positions
 - i. Position "Sul"
 - ii. High ready positions
3. Scanning and Searching
 - a. Scanning
 - i. After identifying a threat and/or shooting a threat, keep the weapon pointed at the threat and scan the area, 360 degrees, looking for additional threats, non-threats, assisting officers, etc.
 - ii. Breathing as you scan helps break up "tunnel vision" and refreshes rod cells to restore night vision.
 - b. Searching
 - i. Looking for unknown or possible threats.
 - ii. Searching with a weapon-mounted light vs. searching with a handheld light.
 - iii. Handheld lights are primary light sources that should be used for searching when the officer cannot justify pointing the handgun at everything they encounter while searching.
 - iv. Weapon mounted lights are secondary light sources and should only be used when the officer can justify pointing the handgun at a subject.
 - c. POST Engagement Considerations
 - i. Threat status
 - ii. Weapon status
 - iii. Security
 - a. Cover/Concealment
 - b. Verbal Commands
 - iv. Immediate Action Plans
 - a. Plans for suspect or bystander actions.
 - v. Communications

- vi. Rescue
 - a. Self-check and aid
 - b. Buddy check and aid
 - c. Victim/Bystander check and aid
 - d. Suspect check and aid
 - a. 18-1-707 (2)(c)
- 4. Shot Placement
 - a. Upper Chest
 - b. Head (face)
 - c. Pelvis (bone structure)
 - d. Targets of Opportunity
 - e. Shooting Through Barriers
- 5. Shooter Movement
 - a. Lateral Movement
 - b. Forward Movement- Advancing on the threat
 - c. Rearward Movement – Away from the threat
- 6. Threat Movement
 - a. Methods to hitting a laterally moving threat
 - b. Advancing threat
 - c. Threat moving away from you
- 7. Multiple Threat and Assessment
 - a. Threat Assessment
 - b. Tactical considerations
- 8. Positional Shooting
 - a. Primary Shooting Positions
 - i. Kneeling
 - ii. Prone
 - b. Secondary Shooting Positions
 - i. Squatting
 - ii. Sitting
 - c. Unconventional Shooting Positions
 - i. Shooter on their back (Supine)
 - ii. Shooter on their side
 - d. Scanning and Searching from Positions
- 9. Cover and Concealment
 - a. Definitions
 - b. Cover

- c. Concealment
10. Long Distance Shooting
 - a. 25 Yards and Beyond
 - b. Distance vs. survivability
 - c. Range of handgun and officer responsibility
 - d. Tactics Involved
 - e. Threat identification and justification
 11. Strong/Support Hand Only Shooting and Weapons Management
 - a. Reasons
 - b. Marksmanship
 - c. Presentation
 - d. Reloading
 - e. Malfunction clearances
 12. Close Distance Shooting
 13. Shooting From and Around a Vehicle
- G. Decisional Shooting
1. Torres v. Madrid (S.C. 2021)
 - a. In this opinion, the Supreme Court identified two types of seizures related to use of force:
 1. The application of physical force to the body of a person with intent to restrain is a seizure even if the person does not submit and is not subdued, or
 2. The acquisition of control either by voluntary submission to a show of authority or the termination of freedom of movement.
 2. Graham v. Connor (S.C. 1989)
 - a. In this opinion, the Supreme Court said it is the totality of the circumstances that is most operative in determining the reasonableness of a particular use of force.
 - b. The following three factors Graham factors are always inclusive but not exclusive in any analysis of force:
 1. The severity of the crime at issue
 2. Whether the suspect poses an immediate threat to the safety of the officers or others,
 3. Whether the suspect is actively resisting arrest or attempting to evade arrest by flight
 - c. Because every use of force is particular to the circumstances, there can be many

other factors considered in determining the reasonableness of force.

3. **Larsen v. Murr (10th Circuit 2008)**
 - a. In this opinion, the 10th Circuit said that in determining the second Graham factor (whether the suspect poses an immediate threat to the safety of the officers or others), the court would use the following factors (known as the Larsen factors):
 1. The distance separating the officers and the suspect.
 2. Whether any hostile motions were made with the weapon towards the officers.
 3. The manifest intentions of the suspect.
 4. Whether the officers ordered the suspect to drop his weapon, and the suspect's compliance with police commands.
4. **Allen v. Muskogee (10th Circuit 1997)**
 - a. In this opinion, the 10th Circuit established its factors in determining officer created jeopardy:
 1. Excessive force inquiry includes not only the officers' actions at the moment that the threat was presented, but also may include their actions in the moments leading up to the suspect's threat of force.
 2. We will thus consider an officer's conduct prior to the suspect's threat of force if the conduct is immediately connected to the suspect's threat of force.
 - b. The officer's actions must reach the level of deliberateness or recklessness.
 - c. Responding officers who unnecessarily compress time and distance that result in unreasonable force also place themselves and others in greater danger due to their actions. Due to liability concerns, an agency is less likely to retain an officer who has a history of acting recklessly.
5. **Colorado statutes related to the application of force**
 - a. CRS 18-1-707 (as it relates to deadly force)
 - b. CRS 18-1-704 (as it relates to deadly force)
 - c. CRS 18-8-802
6. **Ability, Opportunity, and Intent**
 - a. A threat assessment tool that enables officers to identify potential threats in time compressed, dangerous situations.
 - b. Ability (means): The capacity for one to cause bodily injury, serious bodily injury, or death.
 - c. Opportunity (proximity): Circumstances are such that the suspect can use his ability to cause bodily injury, serious bodily injury, or death.
 1. How close is the suspect to the officers or others?
 2. Are there obstacles between the suspect and others?

3. Is the suspect restrained or not?
 - d. Intent: Based on the reasonably perceived threat encountering the officers or others
 1. The officer reasonably believes the suspect's actions or words will place the officer or others in danger.
 2. The officer makes a determination on the suspect's intent based on the totality of the circumstances (objective factors).
 - e. Risk is the presence of at least one but not all three of the prerequisites; therefore, allowing the officer to de-escalate. However, the officer must be aware of the potential for the remaining factors to materialize.
7. Awareness Spectrum: A training tool that depicts a color code to illustrate an officer's awareness whether it be a global focus, narrow focus, or anywhere in between. The colors depicted are white, yellow, orange, red, and black.
 8. De-Escalation
 - a. It is a process where an officer applies critical thinking, tactics, and communication skills where feasible to resolve encounters with irrational, unpredictable, or suicidal people by avoiding the use of force or reducing or limiting the amount of force necessary to accomplish a lawful objective.
 - b. It is a factor in the totality of the circumstances.
 - c. The 3 types of de-escalation are verbal, tactical, and physical.
 - d. Neither statute nor case law mandate de-escalation prior to the use of force; it is circumstance dependent.
 9. Mental Health and the Application of Deadly Force
 - a. In *Ceballos v. Husk* (2019), the 10th Circuit states:
 1. The mentally ill or disturbed condition of the suspect is a relevant factor in determining the reasonableness of force.
 2. Diminished capacity is not just restricted to mental illness, but may be caused by "health problem, emotional stress, drunkenness or drugs."
 - b. Conversely, knowledge of a suspect's diminished capacity does not preclude officers from using reasonable force to protect themselves or others.
 10. Firearms Thresholds
 - a. Unholstering handgun [deploying rifle/shotgun]: Based on the totality of the circumstances, there is a substantial risk the situation may escalate to the point where deadly force may be justified.
 - b. Intentionally pointing a firearm at a person: Reasonable suspicion (requires a written report).
 - c. Application of deadly force: Probable cause (thorough inter-agency investigation).

11. Medical Considerations
 - a. If an injury results from a use of force, officers must notify appropriate medical personnel.
 - b. If the scene is rendered safe based on the totality of the circumstances, officers will render appropriate medical aid as quickly as reasonably possible to the extent of their training.
 - c. Once individuals are compliant, subdued, or restrained, they should be placed in a position which does not hinder their breathing (recovery position).

12. Deadly Force Prohibitions
 - a. Applying deadly force to apprehend a person who is suspected of only a minor or nonviolent crime.
 - b. Employing deadly force when it creates a substantial risk of injuries to other persons.
 - c. Applying deadly force for the purpose of retaliation, punishment, or unlawful coercion.
 - d. Applying deadly force because the officer is angry or experiencing an adrenaline release.

13. Deadly Force Considerations
 - a. Edged and blunt weapon considerations
 - i. There is no such thing as the “21-foot rule.”
 - ii. Deadly weapon plus proximity does not necessarily justify the application of deadly force.
 - iii. There is no such thing as a mechanical application of reasonable force.
 - iv. The application of force is dependent upon the totality of the circumstances.
 - b. Responsibilities of the officer
 - i. Officers, when justified to use deadly force, shoot to stop the threat.
 - ii. Officers do not shoot to kill, do not shoot to wound, and should not fire warning shots.
 - iii. Officers are responsible for every round fired.
 - iv. Officers cannot use deadly force just because other officers are engaging.
 - v. An officer’s decision to apply deadly force must be based on the officer’s perception derived from the totality of the circumstances.
 - vi. Officers cannot apply deadly force because they think something looks like a weapon or could be a weapon; officers must have an objectively reasonable belief based on the totality of the circumstances.

H. Dim Light Shooting

1. Considerations
 - a. Types of iron sights

- b. Carry multiple lights
 - c. Lumens vs Candella
2. Eye Physiology
- a. 120 million rods per eye; evenly distributed over the entire retina, which aids in:
 - i. Shape / Outline
 - ii. Movement: Direction & Speed
 - iii. They cannot detect anything else.
 - b. 6 million cone receptors per eye; located in the small area of the macula, which aids in:
 - i. Because of the reduced ability to perceive detail, diminished depth perception and difficulty distinguishing colors in low light, recognizing ability, opportunity and intent can become more difficult in low light situations.
3. Eye Behavior in Dim Light Conditions
- i. To adapt from bright light to very dark
 - ii. To adapt from very dark to bright light
4. Seven primary target indicators
- a. Sound
 - b. Movement
 - c. Reflection
 - d. Contrast
 - e. Outline
 - f. Smell
 - g. Light
5. Uses of Light
- a. Navigate
 - b. Locate
 - c. Identify
 - d. Control / Engage Subject Behavior
6. Handheld Flashlights (Primary Light Source)
- a. Advantages
 - b. Disadvantages
 - c. Techniques
 - i. Harries method
 - ii. Chapman method
 - iii. Rogers or Syringe method
 - iv. One-handed
 - a. FBI

- b. Neck-index
 - c. Other
- 7. Weapon Management
 - i. Turn light off
 - ii. Secure flashlight
 - iii. Based on the situation, either re-load or clear malfunction
 - iv. Re-acquire flashlight in support hand and illuminate threat to re-assess
- 8. Weapon Mounted Lights (Secondary Light Source)
 - a. Advantages
 - b. Disadvantages
 - c. WML Considerations
 - i. Low light situations where use of a duty weapon is reasonable
 - ii. Training with WML required
 - iii. Laser aiming devices
 - iv. Grip activation pads
 - v. Mounted on weapon and secured in holster
 - d. Weapon Mounted Light Manipulation
 - i. WML will be activated by the support hand thumb while using a two-handed grip
 - ii. Index finger will be used to activate a WML only in exigent circumstances such as:
 - a. K-9 Operations
 - b. Injured / Disabled
 - c. Special Operations
- 9. Red Dot Sight System
 - a. Automatic Adjustment
 - b. Manual Adjustment

I. Off Duty/Plain Clothes

- 1. Statutory authority
 - a. § 16-2.5-101, C.R.S.
 - b. § 18-12-106, C.R.S.
 - c. Law Enforcement Officers Safety Act (LEOSA)
 - i. 18 U.S.C. 926B
 - ii. 18 U.S.C. 926C
- 2. Agency directives
 - a. Policy should be adhered to
 - b. Policies may include
 - i. Training and qualification requirements

- ii. Authorized weapons and ammunition
 - iii. Conditions or restrictions on off duty carry
 - iv. Plainclothes assignment requirements (e.g., minimum required equipment while on duty)
- 3. Training
 - a. Equipment and weapons for both off duty and plainclothes
 - b. How to provide safe training environments for off duty/plainclothes equipment (e.g. small of the back or ankle holsters)
- 4. Situational awareness
 - a. Officers' situational awareness while armed and off duty should be the same as while on duty
- 5. Tactics
 - a. Plainclothes responsibilities vs off duty "obligation"
 - b. When and how to identify oneself as a peace officer while not in uniform
 - c. Off duty considerations – being a good witness vs when to become involved
 - d. Tactics without on duty equipment (e.g. ballistic vest, radio, flashlight)
 - e. What to do when on duty uniformed officers arrive
 - f. Considerations for family or friends that may be with officers while off duty

J. Liability

1. Potential Instructor and Agency Liability
 - a. Liability may attach to an individual who has the authority to direct the actions of others.
 - b. Administrators and governments may be held liable for injuries caused by their employees if the act that caused the harm fairly represents official policy or custom.
 - c. "Deep Pockets Theory:" Plaintiff's attorneys will seek all failures in Chain of Command – hiring, retention, training, supervision, and management.
2. Canton v. Harris (S.C. 1989)
 - a. In its opinion, the Supreme Court ruled that a municipality may be held liable for violating a person's civil rights where violations result from the municipality's failure to adequately train its employees only if that failure reflects a deliberate indifference.
 - b. The focus must be on the adequacy of the training program in relation to the tasks the officers must perform.
 - c. In Canton v. Harris (Note 10) the Supreme Court states:
 1. For example, city policymakers know to a moral certainty that their police officers will be required to arrest fleeing felons. The city has

armed its officers with firearms, in part to allow them to accomplish this task. Thus, the need to train officers in the constitutional limitations on the use of deadly force, ... can be said to be "so obvious," that failure to do so could properly be characterized as "deliberate indifference" to constitutional rights.

2. It could also be that the police, in exercising their discretion, so often violate constitutional rights that the need for further training must have been plainly obvious to the city policymakers, who, nevertheless, are "deliberately indifferent" to the need.

3. Additional Failure to Train Case Law

- a. *Zuchel v. Denver* (10 Circuit 1993): In its opinion, the court upheld the trial court's ruling.
 - i. The involved officer's use of force was found to be unreasonable.
 - ii. Agency CEO was placed on notice by the DA for the need for additional training: analyzing situations, develop options, and select options that minimize the likelihood of a violent confrontation; establish periodic live-fire shoot/don't shoot courses of fire under street conditions. Recommendations were not implemented.
- b. *Sager v. Woodland Park* (Colorado federal district court 1982): Third party training liability – other instructors/agencies outside of the involved officer's agency may be held accountable for inadequate training. Also, the inference that instructors are accountable for all training materials to include lesson plans, PowerPoints, handouts, exercises, and videos.
- c. *Stamps v. Town of Framingham* (1st Circuit 2016): In its opinion, the court ruled that it was clearly established that pointing a loaded firearm at the head of an innocent and compliant person with the safety off, finger on the trigger was constitutionally impermissible even if the shooting was accidental.
- d. *Brown v. Gray* (10th Circuit 2000): In its opinion, the court said if an agency mandates off-duty carry, the agency must provide training.
For the purposes of discussion, if an agency has a policy that off-duty carry is optional, does the agency need to provide training?
- e. *Wright v. City of Euclid* (6th Circuit 2020): In its opinion, the court found that the agency's training was inadequate. The court noted the agency's arrest control training included an inappropriate video and PowerPoint slides as attempts at humor that could lead one to perceive a lack of seriousness or cavalier attitude towards training related to the application of force.

4. Mitigating Liability

- a. Avoiding liability lawsuits
 - i. Prepare to defend what you have developed and taught.
 - ii. Support it with documentation.
 - iii. Understand and enforce the use of force and firearms policies.

- b. Training Requirements and Documentation
 - i. Administrators have a duty to train.
 - ii. Prove officers were properly trained.
 - iii. Attendance at training does not equate to learning.
 - iv. Learning should be measured and documented.
 - v. Training must occur before duties performed.
- c. Important Documentation
 - i. Courts may require and examine all documents.
 - ii. All lesson plans (ensure lesson plans include performance objectives, review of safety requirements, means to measure learning, handouts, PowerPoints, videos, practical exercises, scenarios, etc.)
 - iii. A lesson plan shall also include lesson plan author, date developed, date of last revision, and name and title of the person who approved the lesson plan.
 - iv. All officers' training records to include classes, rounds fired, qualification results for on-duty and off-duty firearms, remedial training documentation, etc.

5. Qualification vs. Training

- a. Qualification is a periodic affirmation that the individual retains or has regained the minimum skills required by the agency to be allowed to carry a firearm.
- b. Training is the means by which the individual learns to use those skills and acquire new ones in realistic, unforeseen and unpracticed ways that specifically relate to conditions relevant to the individual's job and duty.

6. Applicable Training

- a. Training must be evidence-based, and should be recent, relevant, realistic, safe, and conducted periodically.
- b. Training should include but is not limited to:
 - i. Moving threats.
 - ii. Dim and altered light shooting.
 - iii. Distance shooting.
 - iv. Decisional shooting including shoot/no-shoot scenarios.
 - v. Training that requires students to articulate their actions and decisions based on use of force policy, statute, ~~and~~ case law, and generally accepted practices,
 - vi. Live-fire scenarios in simulated residential/rural areas.
 - vii. Reality-based training scenarios that include situations that allow for de-escalation where feasible, encountering subjects with diminished capacity, and situations where students can reasonably intervene to prevent or stop unlawful force.
 - viii. Safety must be emphasized in all aspects of training.

7. Teaching and Coaching Methods

- a. Instructor role, purpose and duties
 - i. Instruction (e.g., new student, in-service, remedial)
 - ii. Coaching
 - iii. Motivating
 - iv. Evaluating
- b. Primary learning styles for physical skills
 - i. Auditory
 - ii. Visual
 - iii. Kinesthetic
 - iv. Verbal
- c. Teaching methods
 - i. Lecture
 - ii. Facilitated discussion
 - iii. Demonstration
 - iv. “EDIP Principle”
 - A. Explain, Demonstrate, Imitate, Practice
 - v. Role play
- a. Outcome and Performance Based Training
 - i. Outcome based training evaluates the student on the results achieved, regardless of the methods used to achieve them
 - ii. Performance based training focuses on the process of executing a task or skill and evaluates the areas to be improved in order to improve overall results
- b. Providing feedback
 - i. When to provide feedback
 - ii. “What’s important now” - what to critique – prioritizing safety and performance objectives
 - iii. How to constructively critique
 - iv. How much feedback to provide at one time
- c. Evaluating common problems
 - i. Safety
 - ii. Shooting fundamentals
 - iii. Optics related problems
 - A. Astigmatism
 - B. Phoria
- d. Weapon manipulation
 - i. Decisional shooting exercises
- e. Reasons shooters fail
 - i. Lack of initial instruction
 - ii. Failure to identify deficiencies
 - iii. Refusal to correct identified deficiencies

- iv. Outside influences (e.g., outside instructors, social media, movies, etc.)
- f. Training aids
 - i. Classroom training aids
 - ii. Range training aids
 - A. Florescent color dummy rounds
 - B. Props for demonstration (e.g. sight picture drawings)
 - C. Props for skill exercises (e.g. cover/concealment barricades, cones)
 - D. Timers
 - E. Video analysis apps
- g. Classroom Liability
 - i. Opening remarks should include general learning goals and performance objectives
 - ii. Establish time for questions
 - iii. Be careful with private conversations because comments may be misunderstood, create allegations of favoritism, or suggest misconduct
 - iv. Know the target audience; be careful with humor
 - v. For anything students will accomplish, they should be told:
 - A. What they need to do (task)
 - B. The conditions and circumstances the task must be accomplished under (conditions)
 - C. How well do they need to perform the task (standard)

II. HANDGUN QUALIFICATION COURSE

A. Target:

1. The target for formal qualification attempts will be the Colorado POST target. The target has no scoring rings, and a dotted line designates a head area. The target depicts a handgun pointing directly at the shooter attempting the qualification course.
2. This qualification course is a pass/fail course, and all rounds must be fired and must be on the silhouette to pass. All rounds must be full caliber hits to pass.
3. The stipulated headshot must be in the head above the chin line of the target. Failure to accurately place the headshot in the head will result in a “Does Not Qualify” (DNQ).
4. Any rounds not accounted for on the target will result in a DNQ.

B. General:

1. The course must be fired in the given order. All rounds MUST be fired exactly as described and within the time parameters for each stage. Failure to fire all 25 rounds as described will result in a-DNQ.
2. Verbal challenges are optional; verbiage and usage are at the academy/agency's discretion.
3. For the purpose of this qualification course, the "standby position" (meaning that the next command will likely be the stimulus to fire) will be the interview position or a position of readiness taught by the academy.
4. When starting a stage with the pistol in the holster, the pistol must be fully secure, and all active retention devices/straps must be secured unless otherwise prescribed by the instructor
5. For the purpose of this qualification course, "ready" is defined as the muzzle of the weapon depressed below the point of aim with the trigger finger outside of the trigger guard and indexed along the side of the slide/frame.
6. For the purpose of this qualification course, "cover" is defined by the facilities available at the range and according to the instructions of the instructor, but must use an actual barricade/barrel/object.
7. For the purpose of this qualification course, cuffing may be done with actual handcuffs OR with a similar size object (block of wood, empty 50 round ammo box, etc.).
8. For the purpose of this qualification course, "head shot" is defined as the head above the chin line and must be full caliber hit.
9. For the purpose of this qualification course, the flashlight in Stage 4 must be handheld and will be in addition to a pistol mounted light. The student must use an acceptable handheld flashlight method for qualification as taught in the firearms program.
10. Ammunition management is the shooter's responsibility.
11. If there is an issue with the firearm or ammunition that is out of the shooter's control, they will receive an alibi. An alibi will only be given if the shooter attempts to perform the proper malfunction clearance and an instructor can confirm the issue.

- a. If the issue is confirmed, the shooter will have an opportunity to perform the stage again in its entirety.
- b. In the event the shooter cannot complete the qualification, it will not count as an official attempt.

C. COURSE

STAGE	DISTANCE	# ROUNDS	TIME	POSITION
1	3 yd. line	2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step right
		2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step left
2	7 yd. line	3 body	5 sec.	Standing, gun out Fire while advancing to 3 yd. line
3	1 yd. line	2 body	4 sec.	Standing, holstered, handcuffs in the dominant hand Draw & fire while backing up
4	5 yd. line	2 body	3 sec.	Standing, gun out, with handheld flashlight in support hand
		2 body	3 sec.	Standing, gun out One hand, strong hand only
5	7 yd. line	2 body	6 sec.	FAILURE TO FIRE Empty chamber, loaded magazine Standing, holstered 1 step right or left while clearing
6	10 yd. line	2 body 1 body	8 sec.	COMBAT RELOAD Loaded chamber, 1 round in magazine Standing, gun out Fire two rounds then take 1 step right or left while reloading After reloading, fire third round
7	15 yd. line	2 body	15 sec.	FAILURE TO EXTRACT Standing, gun on target 1 step left or right while clearing or move to a covered standing or kneeling position while clearing
8	25 yd. line	2 body	15 sec.	Standing, holstered Position of choice – standing or kneeling while using cover When the target faces away or after the 15 seconds, perform tactical reload (not timed)
9	1 yd. line	2 body 1 head	5 sec.	Standing, holstered 2 shots to the body and 1 shot to the head while backing up

TOTAL NUMBER OF BODY SHOTS: 24
TOTAL NUMBER OF HEAD SHOTS: 1
TOTAL NUMBER OF ROUNDS FIRED: 25

REQUIRED NUMBER OF ROUNDS ON SILHOUETTE TO QUALIFY: 25

EXPLANATION OF EACH STAGE OF FIRE

- Stage 1, 3 yards The shooter stands in front of target with the weapon loaded, charged and secured in the holster. On the command to fire the shooter draws while taking 1 step to the right and fires 2 rounds to the body of the target. Time allowed is 4 seconds. The shooter stands in front of target with the weapon loaded, charged, and secured in the holster. On the command to fire, the shooter draws while taking 1 step to the left and fires 2 rounds to the body of the target. Time allowed is 4 seconds.
- Stage 2, 7 yards The shooter stands in front of the target with the weapon loaded, charged, and at the ready position. On the command to fire the shooter fires 3 rounds to the body while advancing to the 3-yard line. The time allowed is 5 seconds.
- Stage 3, 1 yard The shooter stands in front of the target with the weapon loaded, charged, and secured in the holster. The shooter will simulate handcuffing by having handcuffs in one hand with the other hand out in front ready to defend. On the command to fire, the shooter will drop the handcuffs, draw, assume a two-handed shooting position, and fire 2 rounds to the body while backing up. Time allowed is 4 seconds.
- Stage 4, 5 yards The shooter stands in front of the target with the weapon loaded, charged, and at the ready position with the flashlight held in the support hand. On the command to fire, the shooter will fire 2 rounds to the body using an acceptable handheld flashlight method. Time allowed is 3 seconds. The shooter stands in front of the target with the weapon loaded, charged, and at the ready position. On the command to fire, the shooter will fire 2 rounds to the body one handed, strong hand only. Time allowed is 3 seconds.
- Stage 5, 7 yards PRIOR TO BEGINNING THIS STAGE, WEAPON WILL BE CONFIGURED SO THAT THE CHAMBER OF THE WEAPON IS EMPTY WITH A LOADED MAGAZINE SEATED IN THE WEAPON. The shooter stands in front of the target with the weapon secured in the holster. On the command to fire, the shooter will draw and attempt to fire the weapon. The shooter will apply immediate action while stepping to the left or right (direction will be determined by the

lead instructor) and fire 2 rounds to the body. Time allowed is 6 seconds.

Stage 6, 10 yards

PRIOR TO BEGINNING THIS STAGE, THE WEAPON WILL BE CONFIGURED SO THAT THE CHAMBER IS LOADED WITH ONLY 1 ROUND IN THE MAGAZINE (THIS WILL ENSURE THE SLIDE WILL LOCK BACK TO THE REAR AFTER FIRING 2 ROUNDS).

The shooter stands in front of the target with the weapon loaded, charged, and held at a ready position. On the command to fire, the shooter will fire 2 rounds to the body. After the slide locks to the rear, the shooter will perform a combat reload while stepping to the right or left (direction will be determined by the lead instructor) and fire 1 round to the body. Time allowed is 8 seconds.

Stage 7, 15 yards

PRIOR TO BEGINNING THIS STAGE, THE WEAPON WILL BE CONFIGURED SO THAT THE WEAPON HAS A DOUBLE FEED (FAILURE TO EXTRACT). THERE WILL BE AN EMPTY CASING OR FLUORESCENT-COLORED “DUMMY ROUND” IN THE CHAMBER AND A LOADED MAGAZINE SEATED IN THE WEAPON WITH THE SLIDE FORWARD SO THAT THE TOP ROUND IN THE MAGAZINE PRESSES AGAINST THE CASING IN THE CHAMBER.

The shooter stands in front of the target with the weapon at the ready position. On the command to fire, the shooter will attempt to fire the weapon. The shooter will clear the malfunction while taking 1 step to the right or left (direction will be determined by lead instructor) and fire 2 rounds to the body. If cover is available, the shooter will move to a covered kneeling position or a covered standing position while clearing the malfunction. Time allowed is 15 seconds.

Stage 8, 25 yards

The shooter stands in front of the target with the weapon loaded, charged, and weapon secured in the holster. On the command to fire, the shooter will draw while moving to cover and fire 2 rounds to the body. The shooter has the option to fire from a covered standing or covered kneeling position. The shooter has the option to fire from a braced position using his cover. Time allowed is 15 seconds. When the target faces away, or after the 15 seconds, the shooter will perform a tactical reload (not timed).

Stage 9, 1 yard

PRIOR TO BEGINNING THIS STAGE, ENSURE ANY SHOTS TO THE HEAD OF THE TARGET ARE MARKED.

The shooter stands in front of the target with the weapon loaded, charged, and weapon secured in the holster. On the command to fire, the shooter will draw and fire 2 rounds to the body then 1 round to the head while backing up. Time allowed is 5 seconds.