POST

Guidelines for Student Safety in Certified Courses

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CALIFORNIA COMMISSION ON PEACE OFFICERS STANDARDS & TRAINING

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Guidelines for Student Safety in Certified Courses

COMMISSION ON POST

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Foreword

Law enforcement is a demanding profession that requires its members to be proficient in a wide array of specialized skills. The mental skills needed to exercise sound judgment in a crisis must be matched by the physical ability to carry out the task. This combination of mental discretion and physical competence constitutes the law enforcement functional area referred to as manipulative skills.

The acquisition of the appropriate manipulative skills for effective law enforcement can most efficiently be accomplished when the learning is predicated on a foundation of reality-based training. Inherent to reality-based training is the concept of risk. The closer the training moves towards replication of a real-life situation the greater the risk of physical injury. Yet without exposure to reality-based decision making, the officer is not as well prepared when encountering the actual event.

The intent of this document is to heighten awareness and to provide guidance in student safety when designing and taking part in reality-based courses in manipulative skills. The goal is to reduce or prevent reasonably foreseeable injuries while still providing a valid training experience.

POST extends its sincere thanks and appreciation to the many subject matter experts, instructors, and presenters who worked tirelessly with POST staff to develop and update these guidelines, and to the agencies who allowed their officers to participate in this project.

Questions concerning this document can be directed to the Training Program Services Bureau at 916 227-4885.

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Contents

Acknowledgements v
Foreword vii
1. General Safety Guidelines 1-1
Application of Guidelines 1-1
Written Policy Guidelines 1-1
Student Injuries 1-3
Instructional Staff-to-Student Ratios 1-4
Course Curricula 1-5
Course Presentation Guidelines 1-5
Safety Equipment 1-6
On-Site Facilities 1-6
2. Firearms 2-1
Facility Guidelines 2-1
Equipment Guidelines 2-4
Instructor Qualifications 2-5
Instructional Staff-to-Student Ratios 2-5
Presentation Guidelines 2-6
3. Less Lethal Munitions 3-1
Facility Guidelines 3-1
Equipment Guidelines 3-3
Instructor Qualifications 3-4
Instructional Staff-to-Student Ratios 3-5
Presentation Guidelines 3-5
4. Defensive Tactics & Arrest Control Techniques 4-1
Facility Guidelines 4-1
Equipment Guidelines 4-2
Instructor Qualifications 4-3
Instructional Staff-to-Student Ratios 4-3
Presentation Guidelines 4-4
Specific Safety Rules 4-4
5. Driver Training 5-1
Facility Guidelines 5-1
Equipment Guidelines 5-2
Instructor Qualifications 5-4
Instructional Staff-to-Student Ratios 5-4
Presentation Guidelines 5-4
Emergency Tire Deflation Device Training 5-4

Contents (continued)

6. Chemical Agents 6-1
   - Facility Guidelines 6-1
   - Equipment Guidelines 6-1
   - Instructor Qualifications 6-2
   - Instructional Staff-to-Student Ratios 6-2
   - Presentation Guidelines 6-3
   - Specific Safety Rules 6-4

7. Destructive Devices 7-1
   - Facility Guidelines 7-1
   - Equipment Guidelines 7-2
   - Instructor Qualifications 7-2
   - Instructional Staff-to-Student Ratios 7-3
   - Presentation Guidelines 7-3

8. Tactical Operations Training 8-1
   - Facility Guidelines 8-1
   - Equipment Guidelines 8-2
   - Instructor Qualifications 8-3
   - Instructional Staff-to-Student Ratios 8-4
   - Presentation Guidelines 8-4
   - Specific Safety Rules 8-6

9. Physical Conditioning 9-1
   - Facility Guidelines 9-1
   - Equipment Guidelines 9-2
   - Instructor Qualifications 9-2
   - Instructional Staff-to-Student Ratios 9-2
   - Presentation Guidelines 9-2
   - Specific Safety Rules 9-3

10. Canine Training 10-1
    - Facility Guidelines 10-1
    - Equipment Guidelines 10-3
    - Instructor Qualifications 10-3
    - Instructional Staff-to-Student Ratios 10-4
    - Presentation Guidelines 10-5
    - Specific Safety Rules – Handler / Decoy / Canine Qualifications 10-5

11. Motorcycle Training 11-1
    - Facility Guidelines 11-1
    - Equipment Guidelines 11-2
    - Instructor Qualifications 11-2
    - Instructional Staff-to-Student Ratios 11-2
    - Presentation Guidelines 11-3
    - Specific Safety Rules 11-3

Contents (continued)

12. Search & Rescue Training 12-1
Facility Guidelines 12-1
Equipment Guidelines 12-2
Instructor Qualifications 12-4
Instructional Staff-to-Student Ratios 12-4
Presentation Guidelines 12-5
Specific Safety Rules 12-5

13. Tactical Airborne Operations 13-1
Facility Guidelines 13-1
Equipment Guidelines 13-2
Instructor Qualifications 13-3
Instructional Staff-to-Student Ratios 13-4
Presentation Guidelines 13-4
Specific Safety Rules 13-5

14. Equestrian Training 14-1
Facility Guidelines 14-1
Equipment Guidelines 14-3
Instructor Qualifications 14-5
Instructional Staff-to-Student Ratios 14-5
Presentation Guidelines 14-6
Specific Safety Rules 14-7

15. Off-road Vehicles 15-1
Facility Guidelines 15-1
Equipment Guidelines 15-2
Instructor Qualifications 15-2
Instructional Staff-to-Student Ratios 15-2
Presentation Guidelines 15-2

16. Scenario Training & Event Simulations 16-1
Facility Guidelines 16-1
Equipment Guidelines 16-2
Instructor Qualifications 16-3
Instructional Staff-to-Student Ratios 16-3
Presentation Guidelines 16-4
Specific Safety Rules 16-5
Force Options Simulator 16-6

17. Forensic Science & Crime Scene Investigation Training 17-1
Facility Guidelines 17-1
Equipment Guidelines 17-2
Instructor Qualifications 17-3
Instructional Staff-to-Student Ratios 17-3
Presentation Guidelines 17-4
Specific Safety Rules 18-4

Contents (continued)

18. Arson & Explosives Training 18-1
- Facility Guidelines 18-1
- Equipment Guidelines 18-2
- Instructor Qualifications 18-3
- Instructional Staff-to-Student Ratios 18-3
- Presentation Guidelines 18-4
- Specific Safety Rules 18-5

19. Waterborne Operations 19-1
- Facility Guidelines 19-1
- Equipment Guidelines 19-1
- Instructor Qualifications 19-2
- Instructional Staff-to-Student Ratios 19-2
- Presentation Guidelines 19-3

20. Electronic Weapons 20-1
- Definition 20-1
- Facility Guidelines 20-1
- Instructor Qualifications 20-2
- Instructional Staff-to-Student Ratios 20-2
- Presentation Guidelines 20-2
- Specific Safety Rules 20-2

21. Crowd Control 21-1
- Crowd Control Training 21-1
- Facility Guidelines 21-1
- Equipment Guidelines 21-2
- Instructor Qualifications 21-2
- Instructional Staff-to-Student Ratios 21-2
- Presentation Guidelines 21-3

22. Bicycle Training 22-1
- Facility Guidelines 22-1
- Equipment Guidelines 22-2
- Instructor Qualifications 22-2
- Presentation Guidelines 22-2
- Response to Injuries 22-4

23. Respiratory & Personal Protective Equipment 23-1
- Protective Equipment for Hazardous Materials 23-1
- Facility Guidelines 23-1
- Equipment Guidelines 23-3
- Instructor Qualifications 23-4
- Instructional Staff-to-Student Ratios 23-4
- Presentation Guidelines 23-5

1 General Safety Guidelines

1.1 Application of Guidelines

1.1.1	**The guidelines contained in this document are intended to apply to a training experience as opposed to an actual tactical event.**	The spirit of these guidelines is to promote optimum protection for students who participate in manipulative skills training in a controlled environment. Some of the precautions suggested may be inappropriate in actual emergencies.

1.2 Written Policy Guidelines

1.2.1	**Each presenter of POST-certified courses involving the manipulative skills training shall implement a formal written safety policy.**	The implementation of a formal policy addressing student and staff safety is fundamental to an effective risk management program. It is POST's intention to promote an attitude of safety among certified presenters and thereby reduce the risk of injury.
1.2.2	**Individual safety policies shall incorporate specific rules, procedures, and protocols which correspond to the presenter's unique training environment and to any unique course or course content presented.**	The development of specific safety procedures will depend upon the physical characteristic of each training facility and the ancillary services available to each presenter. These differences may necessitate a set of specific safety rules appropriate to each facility.
1.2.3	**Instructors shall be encouraged to review the presenter's safety policy prior to manipulative skills training.**	Proper student conduct relating to safety issues shall never be taken for granted. Presenters must ensure that students have an understanding of safety rules and policies.
1.2.4	**The presenter's written policy shall specify that students be required to report all injuries to the instructional staff.**	–

1.2 Written Policy Guidelines (continued)

1.2.5	**A summary of the presenter's safety policy shall be incorporated into each of the lesson plans of all manipulative skills training courses.**	–
1.2.6	**Students shall be provided with appropriate portions of the presenter's safety policy as part of the course handouts in manipulative skill development courses.**	–
1.2.7	**The presenter's safety policy shall require that instructors adhere to the approved lesson plan.**	*Example:* Demonstrations of personally endorsed control techniques, introductions of untested shooting exercises, and departures from the approved lesson plan in a certified course are rarely justified once a class is in session. Changes or substitution of curricula may invite unwarranted risk to students. Additions or changes in course content shall be carefully evaluated and appropriately reviewed by the presenter before a course begins. Significant changes in course content which impact the expanded course outline must be submitted to POST for approval before implementation as required by POST regulations.

1.3 Student Fitness for Training

1.3.1	**Students shall be asked to identify any injuries or pre-existing medical restrictions that may affect their ability to safely participate in training.**	Students appearing for training may report medical conditions, injuries, or physical limitations that can potentially affect their ability to perform safely. Although an instructor cannot be expected to make any medical judgment as to student fitness, it is appropriate to ask students if they are injured or otherwise debilitated before training begins. The intention of this guideline is to encourage student self-elimination when fitness is questionable.
1.3.2	**A student shall be required to provide evidence of medical fitness for training if the instructor has doubts as to the student's ability to perform safely.**	Responsibility for student safety and the decision as to whether a student shall participate in training rests with the presenter. When doubt exists as to the student's ability to perform safely, presenters shall exclude the student from training. Evidence of medical fitness may include a clearance from a physician, or an attestation by the student's employing agency that such a clearance has been obtained.

1.4 Instructor Attitude and Demeanor

1.4.1	**Instructors shall demonstrate an attitude of safety and exhibit a professional demeanor at all times.**	Instructors lead by example. To encourage safety consciousness among students the instructor must set the appropriate tone in the classroom.
1.4.2	**Instructor attitude is particularly crucial to the delivery of effective manipulative skills training.**	The spirit of the training experience is to impart knowledge and to foster the development of job skills. The instructor's attitude is fundamental to this objective.

1.5 Instructor Training

1.5.1	**Each instructor shall be required to complete a POST-certified training instructor course, or its equivalent.**	The presenter and POST shall jointly determine training equivalency. The active, lead or section instructor shall have POST-certified training, or the equivalent, in the specific tactical discipline being addressed.
1.5.2	**Instructors of defensive tactics, arrest control techniques, lifetime fitness, physical agility training, and similar programs shall be encouraged to pursue specialized training in exercise science and related subjects.**	Advanced training in exercise physiology, cardiovascular endurance development, kinesiology, and related subjects will provide instructors with the background necessary to reduce injuries to students. Participation in courses such as the POST Physical Training Instructor Program is encouraged.

1.6 Student Injuries

1.6.1	**Each presenter of manipulative skills training, as a condition of certification, shall have a written operational plan detailing actions to be taken in the event of a student injury.**	Specific procedures for responding to student injuries shall be incorporated directly into the presenter's written safety policy. The injury response plan shall also detail the presenter's procedure on return-to-training medical releases following a student injury.
1.6.2	**Full investigation of student injuries is encouraged. This practice serves to identify injury trends and is especially useful in high risk training practices or techniques.**	Presenters are encouraged to collect appropriate statistics regarding injury trends or experiences and to exchange this information with other presenters and POST. The spirit of this guideline is to foster an ongoing review of safety conditions.
1.6.3	**A medical evaluation and clearance shall be required if a student loses consciousness during a training event.**	–

1.6 Student Injuries (continued)

1.6.4	**Students who are relieved from training as a result of an injury shall not be allowed to resume training without an appropriate medical release.**	The specific requirements of the medical release shall be detailed in the presenter's injury response plan as required by Guideline 1.6.1.
1.6.5	**Instructors shall be required to document details associated with any student injury that causes loss of time from the training course.**	Injury patterns and trends shall be reviewed periodically by the instructional staff and, if appropriate, submitted in writing to the course coordinator or presenter to eliminate any hazardous conditions that may be contributing to student injuries.

1.7 Instructional Staff-to-Student Ratios

1.7.1	**Presenters shall establish the appropriate instruction staff-to-student ratios for each manipulative skills training category they are certified to present.**	The purpose of establishing Instruction staff-to-student ratios is to ensure an adequate level of supervision. The instructional staff includes lead or principal instructors, assistant instructors, training assistants, instructional safety officers, rangemasters, or other employee classifications that maintain functional supervisory responsibility over students engaged in manipulative skills training. Instruction staff-to-student ratios are not intended to be absolute, and may differ depending on the particular training experience.
1.7.2	**Presenters shall consider the following factors when establishing instructional-staff-to-student ratios:**	▪ **Intensity/pace of the training experience.** The pace of training courses designed for experienced students, for example, may differ from introductory courses designed for new students. ▪ **Student familiarity with material.** Supervision levels also vary with regard to exposure to the instructional material. Students involved in refresher training or on-going skills practice may require a lower instructional staff-to-student ratio. ▪ **Active versus passive students.** An active student is one who is at higher risk of injury by being presently engaged in the performance of the manipulative skill. The passive student is one who is at a lower risk of injury by being at stand down status, waiting for a turn to engage in the skill performance, or who is receiving oral or written instruction from the trainer. ▪ **Adequacy and characteristics of the training facility.** Some training facilities, by design, may permit a lower instructional-staff-to-student ratio without compromising student safety.

1.7 Instructional Staff-to-Student Ratios (continued)

1.7.2
cont'd

- **Student injury potential.**
  Examples: Application of some control holds, self-defense simulations, and detonation of explosive devices inherently suggest a higher level of student supervision.

*Exampl*e: The degree of supervision necessary for students waiting to shoot is understandably different from the level of supervision required over students engaged in actual firing.

Maintenance of a safe training environment is the utmost consideration in POST's certification or recertification decision. Presenters must be able to explain the reasonableness of their established instruction staff-to-student ratios in light of the aforementioned considerations. Any other relevant factors which may be unique to their training environment or instructional practices shall also be explained during the certification process.

1.8 Course Curricula

1.8.1 **Presenters shall ensure that the instructional staff follows the expanded course outline as filed with POST.**

Departures from the approved curricula can promote student confusion, foster misapplication of critical techniques, and compromise safety.

1.8.2 **Instructors shall follow the approved lesson plan to ensure consistency and continuity.**

Improvisation is rarely justified and can potentially compromise student safety. Departure from the approved lesson plan can promote contradiction, instructor disagreements, and misapplication of techniques. The presenter and POST shall approve modifications of lesson plans.

1.9 Course Presentation Guidelines

1.9.1 **Instructors shall review specific safety rules and any appropriate precautions inherent to the particular type of training being presented before the application phase of training begins.**

1.9.2 **Instructors of manipulative skills training shall maintain a high level of discipline over students during training.**

Instructors shall consistently maintain a professional atmosphere during training to ensure that students abide by the presenter's rules of conduct. Instructors shall recognize and control the tendency of some students to overstep their actual abilities.

1.9	Course Presentation Guidelines (continued)	
1.9.3	**Instructors shall appropriately adjust instructional pace and intensity during adverse climatic conditions.**	Dust, heat, smog level, and similar conditions can all contribute to student injury or illness risk. In some cases an alternate location for training may be appropriate. Heat waves and high smog levels suggest the need for frequent water breaks and rest periods.
1.9.4	**Instructors in manipulative skills training shall be clearly identifiable, usually via distinctive clothing.**	The use of distinctive clothing, hats, armbands, etc., by instructors is recommended.
1.10	**Safety Equipment**	
1.10.1	**A telephone, radio, or other means of emergency communications shall be readily accessible at each training site in the event of an emergency requiring outside assistance.** **The emergency medical response routes shall be pre-identified in order to expedite assistance. In a permanent training facility, emergency telephone numbers and other notification procedures shall be clearly posted. In off-site training, the procedures for medical emergencies shall be reduced to writing and communicated to students prior to the start of training.**	In an emergency situation, the instructor may be involved in the medical response, e.g., performing CPR/first aid. It is important that others know the proper notification procedure.
1. 10.2	**First aid kits shall be quickly accessible at all manipulative skills training sites.**	First aid kits shall be augmented to include supplies for the emergency treatment of injuries associated with the training event. Kits at firearms ranges, for example, shall include compresses and related supplies for the emergency treatment of a gunshot wound.
1.11	**On-Site Facilities**	
1.11.1	**Restroom facilities, a first-aid station, and drinking water shall be available at the training site, or in reasonable vicinity.**	–

2 Firearms

2.1 Facility Guidelines

2.1.1 General safety rules as well as procedures unique to each firearms training facility shall be developed, reduced to writing, and communicated to students prior to each training session.

Good firearms training facilities are in short supply. Few presenters have exclusive access to one facility. Generally, presenters must train at whichever facility they can obtain on a space-available basis. This fact may subsequently suggest the need to draft safety rules and procedures specific to each range if substantive differences are noted.

Students who travel to POST-certified firearms courses away from their local area are using unfamiliar facilities and shall therefore be made aware of local rules and conditions. Rules of the range shall be clearly posted.

The presenter/instructors shall conduct routine and regularly scheduled inspections of the facility and its environs to ensure that site-specific factors have not unexpectedly changed to the point that it might present a safety issue.

Each instructor/facility shall supply in written form, the facility rules to each student. Each student will sign and return this form to the facility instructor prior to the commencement of training. The final disposition of these forms will be determined by the individual agency.

2.1	**Facility Guidelines** (continued)	
2.1.2	**Each firearms training facility shall have an adequate bullet impact area to provide a reasonable margin of safety from all aimed, strayed, and ricocheted shots.**	The impact area could include berms, fencings, deflection barriers, and bullet traps. Staff shall conduct periodic inspections to ensure that these areas are functional. Range facilities managers shall be aware of current EPA and Cal/OSHA standards.
2.1.3	**Each firearms training facility shall have a reasonably contained perimeter designated by means of warning signs, fencing, or both, to prevent unauthorized entry.**	It is important that all persons in the vicinity of a firearms training facility be aware of the activities that occur there. Signs or other indicia (e.g., red flagging) shall be posted conspicuously and far enough away from the shooting area to provide a wide margin of safety.
2.1.4	**Safe areas shall be designated to accommodate persons who are not directly engaged in shooting, including areas for cleaning, and unloading and reloading with duty ammunition.**	Safe areas shall be clearly identifiable to the student. Sand barrels or other containment devices for the safe loading and unloading of firearms shall be available. The rules for loading and unloading weapons shall be reduced to writing and communicated to all students. It is recommended that conspicuous signage be employed to reinforce these procedures. Staff shall monitor student activity to ensure that procedures are followed.
2.1.5	**Each firearms training facility shall have a communications process capable of clearly transmitting instructions to all persons on the range.**	The communications process shall be sufficient to stop action and ensure that verbal commands are clearly understood by shooters on the firing line. The communications process may also include the use of lights, flags, whistles, horns, or hand signals.
2.1.6	**Range facilities and bullet impact areas shall be inspected at least daily for apparent hazards.**	Range conditions can change on a daily basis. Problems can be created by weather changes, intrusion of ground burrowing animals or faulty equipment. Range inspections shall be initiated prior to the beginning of each shooting session and upon return to the facility following any break in training. Periodic maintenance and inspection of the bullet impact areas shall be conducted for ricochet hazards. All weapons shall also be checked for safety prior to the start of live fire training, and upon return from breaks.

2.1 Facility Guidelines (continued)

2.1.7	**Adequate emergency lighting shall be provided at the site of any night firearms training.**	Nighttime firearms training mandates heightened safety awareness. It is important to provide for either permanent or portable lighting equipment capable of illuminating range staging areas and any point on the range where an emergency could occur.
2.1.8	**Weather conditions shall be considered with regard to the need to provide shaded areas, shelter, or protective clothing.**	–
2.1.9	**Indoor ranges shall be adequately ventilated.**	Student exposure to lead, toxic gases, and other gunshot residue is of particular concern in the case of indoor or enclosed ranges. Range facilities shall conform to all applicable Cal/OSHA standards.
2.1.10	**A first aid kit shall be readily accessible at each range site.**	Training facilities that have multiple ranges shall equip each range with a first aid kit. Each first aid kit shall include compresses and specific materials suitable for the control of bleeding and emergency treatment of gunshot wounds. Those trained in first aid and basic life support techniques shall be reasonably available.
2.1.11	**Ranges equipped with reactive (steel) targets shall be constructed in such a manner as to minimize the danger of ricochets.**	Setting up reactive targets on a slight angle to the line of fire will cause ricocheting bullets to angle away from the shooter rather than back at the shooter. Shots must be deflected into a safe impact area. Instructors shall inspect the target surfaces to ensure cupping or other deformities have not occurred over time that present ricochet hazards. Minimum safe distance to steel targets shall be considered.
2.1.12	**Props and sets used in tactical shooting courses shall be constructed to minimize the danger created by ricochet.** **Staff shall ensure that firing and deflection angles do not compromise the safety of students or other personnel.** **Students/staff shall be encouraged to report ricochet hazards to the instructor.**	–

2.2	Equipment Guidelines	
2.2.1	**Every student shall wear eye and ear protection while engaged in shooting or while in the immediate vicinity of the firing line.**	Extra protective equipment shall be available for use by visitors, or in the event a student needs a replacement.
2.2.2	**The use of soft body armor is encouraged in all tactical shooting courses and in those courses that employ reactive targets.**	Soft body armor may prevent an injury from any potential ricochet.
2.2.3	**Each handgun shooter shall use a holster that is compatible with the type of handgun that will be used on the range.**	All students shall have the means to safely secure handguns in a holster or other device when not engaged in shooting. A rare exception to this guideline may be appropriate for some officers who may be required by virtue of special assignment to conceal an unholstered weapon on the person. Precautions shall be taken to avoid injury. A duty carry holster shall routinely be used during training.
2.2.4	**Firearms shall be subject to a basic safety inspection and approved for use by the instructional staff prior to use on the range.**	–
2.2.5	**A firearms safety check shall be conducted after lunch breaks, transportation to remote ranges, or other breaks in training. This will help to ensure that firearms are safe. Periodic safety checks throughout the training day may also be appropriate.**	Weapons and magazines shall be visually checked to determine loaded or unloaded status prior to training and after any breaks in training. A check off list for safety documentation is suggested.
2.2.6	**Clothing and footwear appropriate to the course of fire and terrain of the range shall be required.**	Clothing shall cover areas that could be injured in any of the positions the shooter is expected to assume. Tank tops, low-necked shirts and similar clothing are not recommended. Shoes shall completely cover the toes and be suitable for standing and running.
2.2.7	**The instructional staff shall be easily identifiable.**	The use of distinctive clothing, headgear, armbands, etc., by the instructional staff is suggested for this purpose.

2.3 Instructor Qualifications

2.3.1	**Instructors/rangemasters in certified firearms courses shall have successfully completed a POST certified Firearms Instructor Course or its equivalent.**	The presenter and POST will jointly determine training equivalency. It is recognized that there are a number of excellent firearms instructor courses offered in other states, by federal law enforcement agencies or by other sources. The intent of this guideline is to encourage an appropriate amount of instructor-level training. As used in this guideline, the term "instructor" refers to the person or persons who are responsible for the delivery of instruction or presentation of course curricula.
2.3.2	**Instructors/rangemasters are encouraged to participate in periodic firearms instructor update courses.**	Networking of firearms instructors shall also be encouraged.
2.3.3	**Instructors/rangemasters shall have a broad, general knowledge of firearms.**	As an example, there are many different semi-automatic pistols currently employed by California law enforcement agencies. Intensive training specific to each of these weapons may not be readily available within existing instructor-level courses or updates. Manufacturer's orientations may serve to meet this requirement. The spirit of the guideline is to encourage instructors/rangemasters to become familiar with the operation of the specific firearms used.

2.4 Instructional Staff-to-Student Ratios

2.4.1	**Each presenter of firearms training shall establish an appropriate instructional staff-to-student ratio.**	Separate instructional staff-to-student ratios shall be identified for static line courses of fire and tactical or moving courses of fire. In addition, ratios may differ when the training is conducted for the purposes of initial weapons familiarization as opposed to refresher or instructor-level training.
2.4.2	**In tactical or moving courses of fire, presenters shall consider lowering the instructional staff-to-student ratio.**	The intent of this guideline is to encourage the use of closer ratios when tactical or moving courses of fire are involved in training to provide closer safety supervision.

2.5	Presentation Guidelines	
2.5.1	**General range safety rules shall be reemphasized to students immediately prior to range training.** **The range safety rules shall be posted in a conspicuous location so students can quickly and regularly review the correct procedures.**	–
2.5.2	**Procedures for handling weapon malfunctions, ammunition failures, and other unusual occurrences shall be reviewed prior to live-fire training.**	–
2.5.3	**Students shall be instructed to keep their fingers outside the firearm's trigger guard until a target is available for shooting and they decide to fire.**	Keeping the trigger finger outside of the weapon's trigger guard will help prevent accidental or unintentional discharges. An exception to this requirement may be appropriate when the student is involved in an actual tactical shooting exercise.
2.5.4	**Students shall be given a general orientation to any tactical shooting course where live fire will be used prior to the application phase of training.**	An orientation on the overall expectations of a tactical shooting exercise will generally enhance safety and positively impact the training experience. This practice becomes critical in exercises involving multiple shooters where coordinated activity is essential. Exposing a student to an "unknown" situation that deliberately taxes discretionary abilities and manipulative skill may enhance a training experience significantly. The spirit of this guideline is to ensure safety by providing the student with a general expectation of what may occur, not to inhibit a valuable training experience.
2.5.5	**Students shall be instructed to wash hands, face, and clothing thoroughly after shooting to remove any lead particles or other debris deposited as a result of the weapon's discharge. They shall also be instructed in the danger of lead deposits to children and pregnant women, and what precautions they shall take to safeguard them.**	Lead traces and like deposits on a student's hands must be removed before eating or drinking. The long-term potential health hazard associated with lead contamination shall be recognized. Instructors/rangemaster responsibilities shall include awareness of EPA and Cal/OSHA regulations for range maintenance and cleanup.

3

Less Lethal Munitions

3.1 Facility Guidelines

3.1.1 General safety rules as well as procedures unique to each less lethal munitions training facility shall be developed, written, and communicated to students prior to each training session.

Good less lethal munitions training facilities are in short supply. Few presenters have exclusive access to one facility. Generally, presenters must train at whichever facility they can obtain on a space-available basis. This fact may subsequently suggest the need to draft safety rules and procedures specific to each facility, if substantive differences are noted.

Students who travel to POST approved less lethal munitions courses away from their local area are using unfamiliar facilities and shall therefore be made aware of local rules and conditions. Rules of the facility shall be clearly posted.

The presenter/instructors shall conduct routine and regularly scheduled inspections of the facility and its environs to ensure that site-specific factors have not unexpectedly changed to the point that it might present a safety issue.

Each instructor/facility shall supply in written form, the facility rules to each student. Each student will sign and return this form to the facility instructor prior to the commencement of training. The final disposition of these forms will be determined by the individual agency.

3.1 Facility Guidelines (continued)

3.1.2	**Each less lethal munitions training facility shall have an adequate projectile impact area to provide a reasonable margin of safety from all aimed, strayed, and ricocheted shots.** **The impact area could include berms, fencings, deflection barriers, and projectile traps. Staff shall conduct periodic inspections to ensure that these areas are functional.**	–
3.1.3	**Each less lethal munitions training facility shall have a reasonably contained perimeter designated by means of warning signs, fencing, or both, to prevent unauthorized entry.**	It is important that all persons in the vicinity of a less lethal munitions training facility be aware of the activities that occur there. Signs shall be posted conspicuously and far enough away from the shooting area to provide a wide margin of safety. Staff shall conduct an ongoing evaluation of the environment to ensure that temporary or permanent hazards are appropriately addressed. Presenters shall be aware of ricochet hazards/projectile containment due to increasing target distance from the berm.
3.1.4	**Safe areas shall be designated to accommodate persons who are not directly engaged in training.**	Safe areas shall be clearly identifiable to the student. Appropriate devices for the safe loading and unloading of less lethal munitions shall be available. It is recommended that conspicuous signage be employed to reinforce these procedures. Staff shall monitor student activity to ensure that procedures are followed.
3.1.5	**Each less lethal munitions training facility shall have a communications process capable of clearly transmitting instructions to all persons on the facilities.**	The process shall be sufficient to stop action and ensure that verbal commands are clearly understood by shooters on the firing line. The communications process may also include the use of lights, flags, hand signals, whistles, or horns.
3.1.6	**Facilities and projectile impact areas shall be inspected prior to each training session for apparent hazards.**	Facility conditions can change on a daily basis. Problems can be created by weather changes, intrusion of ground burrowing animals, or faulty equipment. Facility inspections shall be initiated prior to the beginning of each training session, upon return to the facility, and following any break in training. Periodic maintenance and inspection of the projectile impact areas shall be conducted for ricochet hazards. All weapons shall also be inspected for operability by staff prior to the start of live fire training.

3.1 Facility Guidelines (continued)

3.1.7	**Adequate lighting shall be provided at the site of any nighttime less lethal munitions training.**	Nighttime less lethal munitions training mandates heightened safety awareness. It is important to provide for either permanent or portable lighting equipment capable of illuminating facility staging areas and any point on the facility where an emergency could occur.
3.1.8	**Weather conditions shall be considered with regard to the need to provide shaded areas, shelter, or protective clothing.**	–
3.1.9	**Indoor facilities shall have adequate ventilation.**	Student exposure to lead, toxic gases, and other gunshot residue is of particular concern in the case of indoor or enclosed facilities. Facilities shall conform to all applicable EPA and Cal/OSHA regulations.
3.1.10	**A first aid kit and emergency notification procedures shall be readily accessible at each training site.**	Training facilities that have multiple areas shall equip each area with a first aid kit. Each first aid kit shall include compresses and specific materials suitable for the control of bleeding and emergency treatment of gunshot wounds. Person(s) trained in first aid and basic life support techniques shall be available to treat injured persons.
3.1.11	**Props and sets used in tactical shooting courses shall be constructed to minimize danger.** **Staff shall ensure that firing and deflection angles do not compromise the safety of students or other personnel.** **Students/staff shall be encouraged to report ricochet hazards to the instructor.**	–

3.2 Equipment Guidelines

3.2.1	**Every person shall be required to wear eye and ear protection (when appropriate) while engaged in shooting or while in the immediate vicinity of the firing line, or in another type of hazardous training area.**	Extra protective equipment shall be on hand for use by visitors, or in the event a student needs a replacement. All safety equipment shall meet or exceed current ANSI standards.
3.2.2	**The use of soft body armor is encouraged in all shooting courses.**	Soft body armor may prevent an injury from a potential ricochet which could occur from shooting.

3.2	**Equipment Guidelines** (continued)	
3.2.3	**Each presenter shall determine the appropriate holster, or method of carry for each firearm or less lethal device.**	–
3.2.4	**Each weapon shall be inspected for operability prior to use in training.**	–
3.2.5	**A safety check of weapons shall be initiated following any break in training or whenever students have been allowed to leave the training site.**	A safety check conducted after lunch breaks, transportation to remote facilities, or other breaks in training will help to ensure that munitions have not been inadvertently loaded. Periodic safety checks throughout the training day may also be appropriate.
3.2.6	**Clothing and footwear appropriate to the course of fire and terrain of the facility shall be required.**	Clothing shall cover areas that could be injured in any of the positions the shooter is expected to assume.
3.2.7	**The instructional staff shall be easily identifiable.**	The use of distinctive clothing, headgear, armbands, etc., by the instructional staff is suggested for this purpose.
3.3	**Instructor Qualifications**	
3.3.1	**Instructors in approved less lethal munitions courses shall have successfully completed a POST certified Less Lethal Munitions Instructor Course or its equivalent.**	The presenter and POST will jointly determine training equivalency. It is recognized that there are a number of excellent less lethal munitions instructor courses offered in other states, by federal law enforcement agencies or by other sources. The intent of this guideline is to encourage an appropriate amount of instructor-level training.
	As used in this guideline, the term "instructor" refers to the person or persons who are responsible for the delivery of instruction or presentation of course curricula.	–
3.3.2	**Instructors are encouraged to participate in periodic less lethal munitions instructor skills/development courses.**	Networking of less lethal munitions instructors shall also be encouraged.
3.3.3	**Instructors shall have general knowledge of various less lethal munitions and deployment devices.**	The spirit of this guideline is to encourage instructors to become familiar with the operation and peculiarities of the specific less lethal munitions used.

3.4 Instructional Staff-to-Student Ratios

3.4.1	**Each presenter of less lethal munitions training shall establish an appropriate instructional staff-to-student ratio.**	Ratios may differ when the training is conducted for the purposes of initial weapons familiarization as opposed to refresher or instructor-level training.
3.4.2	**In tactical or moving courses of fire, presenters shall consider lowering the instructional staff-to-student ratio.**	The intent of this guideline is to encourage the use of closer ratios when tactical or moving courses of fire are involved in training, in order to provide closer supervision.

3.5 Presentation Guidelines

3.5.1	**General facilities safety rules shall be reemphasized to students immediately prior to facilities training. The facility safety rules shall be posted in a conspicuous location so that students can quickly and regularly review the correct procedures.**	–
3.5.2	**Procedures for handling weapon malfunctions, ammunition failures and other unusual occurrences shall be reviewed prior to live-fire training.**	–
3.5.3	**Students shall be instructed to keep their fingers outside the firearm's trigger guard until a target is available for shooting and they decide to fire.**	Keeping the trigger finger outside of the weapon's trigger guard will help prevent accidental or unintentional discharges.
3.5.4	**Students shall be given a general orientation to any tactical shooting course where live fire will be used prior to the application phase of training.**	An orientation on the overall expectations of a tactical shooting exercise will generally enhance safety and positively impact the training experience. This practice becomes critical in exercises involving multiple shooters where coordinated activity is essential. Exposing a student to an "unknown" situation that deliberately taxes discretionary abilities and manipulative skill may enhance a training experience significantly. The spirit of this guideline is to ensure safety by providing the student with a general expectation of what may occur, not to inhibit a valuable training experience.

3.5 Presentation Guidelines (continued)

3.5.5 Students shall be instructed to wash their hands, face, and clothing thoroughly after training to remove any lead particles or other debris deposited as a result of the weapon's discharge. They shall also be instructed in the danger of lead deposits to children and pregnant women, and what precautions they shall take to safeguard them.

Lead traces and deposits on a student's hands must be removed before eating or drinking. The long and short-term potential health hazard associated with lead contamination shall be recognized.

Facility instructor responsibilities shall include awareness of EPA and Cal/OSHA regulations for facilities maintenance and cleanup.

4

Defensive Tactics & Arrest Control Techniques

4.1 Facility Guidelines

4.1.1	**General safety rules as well as procedures unique to each training facility shall be developed, reduced to writing, and communicated to students prior to each training session.**	–
4.1.2	**Defensive tactics and arrest control techniques training shall occur in a suitable location.**	Risk of student injury increases dramatically when training occurs in inappropriate locations. An appropriate "mat room" or similar type of area, either permanent or temporary is recommended. It is important that all training mats are connected end-to-end and side-by-side to avoid injury. There are recognized exceptions: scenario training and practical field exercises cannot be confined to indoor facilities. Outdoor training on a lawn or other area of sufficient reasonable cushioning may be desirable, particularly during warm weather.
4.1.3	**The size of the facility shall be adequate for the number of students to be trained.**	Adequate space between students is fundamental to minimizing the chance of injury. Baton training, for example, shall occur in an area of sufficient size that allows for the full, unobstructed swing or strike radius of the particular impact weapon being utilized.

4.1	**Facility Guidelines** (continued)	
4.1.4	**Environmental factors shall be considered when selecting a safe training location.**	Indoor training facilities used for defensive tactics and arrest control techniques instruction shall have adequate lighting and proper ventilation to accommodate strenuous physical activity. Adequate cooling capability and hydration stations, for example, are necessary to prevent heat related illness.
4.1.5	**The training site shall be reasonably free from outside distractions.**	–

4.2	**Equipment Guidelines**	
4.2.1	**Students training in defensive tactics and arrest control techniques shall be required to meet the clothing and footwear standards established by the presenter.**	Clothing worn for physical training shall allow for flexibility of movement. Students wearing glasses shall use shatter-resistant lenses and eyeglass retainers for sustained impact weapons training and gloves shall be available for the students.
4.2.2	**The instructional staff shall conduct a pre-training inspection.**	A pre-training inspection ensures that students have brought the correct clothing and personal equipment. It provides the opportunity to check for the presence of watches, rings, necklaces, earrings, and other jewelry that may cause injury to the individual or other students.
4.2.3	**Equipment used in defensive tactics training shall be cleaned regularly.**	Mats and the surfaces of all equipment which students come in contact with shall be cleaned regularly — on a daily basis would be ideal. The students shall inspect and clean footwear each time they leave and return to the mats. Cleanliness and a well-ordered training environment play an important part in the health and safety of all involved.
4.2.4	**The instructional staff shall conduct periodic equipment inspections to ensure their safety and suitability.**	Split bamboo batons, for example, require frequent replacement. Mat surfaces prone to tearing shall be repaired professionally. Mat attachment systems also require frequent examination. Impact weapons, handcuffs, and other training items shall be inspected prior to use to ensure mechanical integrity. For example, a loose hex screw on a side-handle baton may cause separation during training and result in injury.

4.2 Equipment Guidelines (continued)

4.2.5	**Presenters shall provide or require specific safety equipment for any high intensity or full-contact training.**	Presenters shall supply or require additional equipment such as groin cups, mouthpieces, head-gear, face protection, chest protectors, and related articles used in full contact training. Additionally, instructors using full-contact suits must be trained and familiar with its appropriate use. A protective mouthpiece shall be issued for individual use or provided by each student, and its use shall be directed by agency policy.

4.3 Instructor Qualifications

4.3.1	**Defensive tactics and arrest control techniques instructors in any certified training must success-fully complete a POST certified Defensive Tactics Instructor Course, or its equivalent.**	The presenter and POST will jointly determine equivalency of training.
4.3.2	**Defensive tactics and arrest control techniques instructors shall be encouraged to participate in periodic instructor update courses.**	Networking of instructors shall also be encouraged.

4.4 Instructional Staff-to-Student Ratios

4.4.1	**Each defensive tactics and arrest control techniques presenter shall establish the appropriate instructional staff-to-student ratio.**	A different instructional staff-to-student ratio may be appropriate for introductory training, as opposed to refresher or instructor-level training. Some training techniques entail an inherently greater element of risk and ratios shall be adjusted accordingly. The ratios shall be consistent with agency policy and objectively reasonable under the given training circumstance. The ratios shall allow the instructional staff to adequately observe takedowns, application of pain compliance holds, or other activities that present potential for student injury.
4.4.2	**Presenters shall consider reducing the instructional staff-to-student ratio when high-risk techniques are involved.**	Some physical training techniques such as take-downs, application of the carotid restraint, etc., suggest the need for intense student supervision. "Combat" scenarios, intended to induce cardiovascular and emotional stress, also suggest an intense supervision of students. The ratio shall be objectively reasonable under the given training circumstance.

4.5 Presentation Guidelines

4.5.1	**Instructors shall maintain an appropriate level of discipline over students at all times.**	Instructors shall consistently maintain a professional atmosphere during training and ensure that students abide by all published rules of conduct. Instructors shall attempt to identify students who are overly aggressive in the application of joint manipulation techniques and other pain compliance holds and take the steps necessary to ensure student safety.
4.5.2	**Instructors shall be aware of physical fatigue factors that affect the ability of the student to perform safely.**	Defensive tactics and arrest control techniques training is inherently tiring. Instructors shall be aware that long periods of training, environmental conditions, or other factors could unduly fatigue students and increase injury potential. For example, a high smog level, heat wave, or other environmental factor could suggest a reduction in training intensity.
4.5.3	**Strenuous exercise shall be avoided during periods of poor air quality in accordance with Air Quality Management Board guidelines.**	Local Air Quality Management Board phone numbers can be located in the telephone book.

4.6 Specific Safety Rules

4.6.1	**Minimum conditioning guidelines for in-service training shall be considered whenever defensive tactics and arrest control techniques training is included.**	In-service students may be in poor physical condition at the time of training. Their potential for injury, particularly muscle strains and joint irritations, shall be considered. Specific guidelines regarding in-service fitness levels will depend upon individual agency practices. Advance notice to agency heads and students of specific course expectations is appropriate and recommended. Specific emergency contact procedures in the event of a medical emergency shall be identified and communicated. For example, identify which EMS provider shall be notified, by which method (telephone or radio), post the telephone number in a conspicuous place, and identify emergency vehicle en route corridors (i.e., which street). Persons skilled in basic life support shall be on scene at all times during training.

4.6 Specific Safety Rules (continued)

4.6.2	**Students attending instructor level courses shall be given a list of specific physical requirements, fitness expectations and testing standards well before initiation of the course.**	Instructor-level training in defensive tactics and arrest control techniques is more intensive and requires a higher degree of physical fitness. Inadequate preparation for this training may substantially increase an attendee's potential for injury.
4.6.3	**A systematic physical warm-up procedure shall be initiated prior to commencement of any defensive tactics and arrest control techniques training.**	Injuries are less likely if students engage in appropriate warm-up and stretching activities before training begins (reference Section 9.6.3). Specific attention shall be given to the particular muscle and joint groups involved. Instruction on the takedown to a carotid restraint, for example, suggests a concentrated warm-up of the neck and shoulder muscles.
4.6.4	**A systematic procedure for cool-down shall be initiated at the conclusion of any defensive tactics and arrest control techniques training.**	An appropriate "cool-down" will also help to reduce muscle pain after exercising (reference Section 9.6.3).
4.6.5	**When utilizing the Arrest Control Simulator Mannequin (the Freddy Device), all instructors shall be certified in its use via the POST Arrest and Control Instructor Course, or its equivalent.**	Instructional staff shall consider the use of heavy-duty gloves during use of the cable-control pulley system. The cables and pulley system shall be regularly inspected for wear or damage. The simulator's counter-weights shall be sufficient for the proper operation of the device and for the training techniques being utilized. The mat area around the device shall be of sufficient size, securely affixed, and properly positioned.

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5 Driver Training

5.1 Facility Guidelines

5.1.1 General safety rules and procedures unique to each driver training facility shall be developed, reduced to writing, and communicated to students prior to actual training.

Good driver training facilities are in short supply. Few presenters have exclusive access to one facility. Generally, presenters must use whichever facility they can obtain on a space-available basis. This fact suggests the need to draft safety rules and procedures specific to each facility.

Students who use unfamiliar facilities shall be made aware of local rules and conditions. Whenever possible, safety rules shall be clearly explained.

5.1.2 Driver training shall be conducted in a restricted access area to ensure that uninvolved vehicles and pedestrians do not present safety hazards.

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5.1.3 Course design and site selection shall address the following considerations:

- Minimum obstructions
- Minimum interference with other training exercises
- Minimum surface abrasions (pot holes)
- Maximum margin for "run out" areas adjacent to exercises
- Accessible to fire, rescue, and other emergency vehicles

5.1 Facility Guidelines (continued)

5.1.4	**The instructional staff shall continuously inspect facility conditions so that safety hazards can be detected and corrected.** **At a minimum, inspections of the driver training facility shall be conducted daily. The inspection shall be completed before students are permitted to commence driving exercises.**	–

5.2 Equipment Guidelines

5.2.1	**Vehicles used for police driver training shall be adequately equipped.**	Vehicles used for driver training shall be equipped with heavy duty suspension systems, upgraded cooling, wider tires, and related improvements suitable for the rigors of law enforcement driver training. Vehicles shall be equipped with radios to enable communication between them. Vehicles used exclusively for special applications such as "skid pan" training shall be configured appropriately for this activity (i.e., smooth tires or outfitted with a road friction reduction apparatus). Vehicles used exclusively for low speed driver training such as the driver awareness course generally do not require any special modifications. Student shall be made aware of the operational and physical characteristics of the outrigger hydraulic system on the skid car platform, and shall be further cautioned about the danger of tripping or stumbling into them.
5.2.2	**As a minimum standard, all vehicles used for any driver training shall be properly equipped with the seat belt system provided by the vehicle manufacturer, or its equivalent.**	–
5.2.3	**Use of seat belts shall be required any time a training vehicle is in motion, even when the vehicle is operated exclusively on private property, and/or at slow speed.**	–

5.2 Equipment Guidelines (continued)

5.2.4	**Safety equipment such as helmets, roll bars and aircraft-type occupant harness systems shall be utilized during high speed or pursuit training exercises.**	Some presenters stage a "simulated pursuit" at slow speeds where roll bars and special occupant harnesses may not be necessary. Presenters shall be aware that the potential for a vehicle rollover exists at lower than freeway speeds. This guideline encourages the use of helmets and the installation of appropriate occupant protection equipment in vehicles used for police driver training so that the potential for student injury is reduced.
5.2.5	**All driver training facilities shall have a fire extinguisher, a first aid kit, and an appropriate pry tool immediately available in the event of an emergency.**	Because a vehicle accident is always a very real possibility, appropriate safety equipment at the course site is essential. Adequate communications procedures with EMS personnel shall be established. Cellular telephones, telephone numbers, radios, and locations shall be identified, and clearly communicated to instructional staff and students.
5.2.6	**A maintenance program for all driver training equipment shall be established. It shall include frequent inspection of brakes, wheels, tires, steering, suspension components, and related equipment.**	Vehicle components can wear unpredictably or become stressed to a degree that failure is probable. Periodic inspection and regular parts replacement is fundamental to any driver training program. Tire pressure shall be checked regularly.
5.2.7	**All training vehicles used for instruction in the Pursuit Intervention Technique (PIT) shall be equipped with an adequate occupant restraint system, roll bar, and vehicle contact points. The limitations of these protective measures shall be clearly explained to all students. The vehicle shall not be operated beyond the identified limitations.** **Consideration shall be given to installing a “kill” switch that can be operated by the instructor, to deactivate the vehicle engine.**	–
5.2.8	**It is recommended that all students utilize an adequate occupant restraint and protection system. Students are encouraged to wear an adequate DOT approved helmet. It is suggested that an impact-protective cervical collar be considered for student use during EVOC/PIT maneuver training.**	–

5.3 Instructor Qualifications

5.3.1	**Each instructor shall be required to successfully complete a POST-certified Driver Training Instructor Course, or its equivalent.**	The presenter and POST will jointly determine equivalency of training.

5.4 Instructional Staff-to-Student Ratios

5.4.1	**Each presenter of driver training shall establish and identify an appropriate instruction staff-to-student ratio.**	The instructional staff-to-student ratio for initial or introductory driver training may vary from the ratio established for refresher training or instructor-level courses. The suggested ratio is one instructor for every two drivers. The intent of this guideline is to establish an instruction staff-to-student ratio that ensures adequate supervision of students.
5.4.2	**Presenters shall consider lowering the instruction staff-to-student ratio for higher risk driving exercises such as simulated Code 3 responses, vehicle pursuits, or the PIT maneuver.**	The number of instructors needed will depend on the specific type of driving exercise. In some cases, the ratio could be as low as one-to-one.

5.5 Presentation Guidelines

5.5.1	**The presenter's safety rules shall be reemphasized to students immediately prior to actual behind-the-wheel training.**	–
5.5.2	**Instructors shall be aware of any physical fatigue factors that affect the ability of the student to safely perform.**	–
5.5.3	**Instructors shall select a safe zone for students that is set apart from the active driving area, where students can stage entry to the active site, as well as engage in rest and recovery.**	–

5.6 Emergency Tire Deflation Device Training

5.6.1	**Instructors shall emphasize the proper deployment procedures and safety guidelines issued by the manufacturer of the device or by departmental policies.**	Students shall face on-coming vehicles when deploying the device. Consideration shall be given to providing protection from an oncoming moving vehicle, e.g., a parked car between students and the hazard of approaching traffic.

6 Chemical Agents

6.1 Facility Guidelines

6.1.1	**Written safety rules and procedures unique to each chemical agent training facility shall be developed and provided to students prior to each training session.** **Students who participate in chemical agent training where an air-purifying respirator is used shall meet Cal/OSHA requirements before beginning the training.**	Safety rules shall be clearly posted.
6.1.2	**The training site shall be located in an area that minimizes potential hazards to the public caused by the release of chemical agents.**	When selecting a training site, presenters shall consider factors such as unpredictable winds, mechanical and thermal turbulence, air borne persistence, and decontamination.
6.1.3	**The training site shall be located in an area that minimizes fire hazard to structures and vegetation.**	Chemical agent munitions shall be identified prior to deployment as either pyrotechnic, blast, or aerosol. Using only devices with minimal fire consequences shall be considered.

6.2 Equipment Guidelines

6.2.1 **Students who are issued or using an air-purifying respirator (APR) when participating in chemical agent training must have:**

- Completed the required medical examination
- Met Cal/OSHA requirements for fit testing
- Use a NIOSH approved air-purifying respirator (APR)

6.2 Equipment Guidelines (continued)

6.2.1 *cont'd*	**Presenters shall ensure that an adequate number of NIOSH approved APR (gas masks) are available.**	If masks must be shared, appropriate materials shall be provided to clean and disinfect masks between each use.
6.2.2	**Appropriate personal decontamination materials shall be available at the training site.**	Minimally, an adequate supply of cool, clean water is essential to rinse away residual irritants from the eyes, skin, and other affected body areas. Commercially available decontamination sprays or rinses may also be used. In many cases, a portable fan will assist with recovery from exposure to the chemical irritant.
6.2.3	**Appropriate fire suppression resources shall be readily available at the training site when using pyrotechnic, blast, or launchable munitions.**	A fire hazard is inherent in the deployment of some chemical agent delivery devices (e.g., continuous discharge or blast type grenades). The type of fire suppression resources shall be appropriate to the type of fire hazard.
6.2.4	**All students at the training site shall be provided with protective equipment appropriate to the specific type of device being employed.**	Appropriate safety equipment may include APR's, protective clothing, gloves, eye protection, or hearing protection.

6.3 Instructor Qualifications

6.3.1	**Effective July 2002, instructors of chemical agent training courses shall have attended a POST-certified Chemical Agent Instructor Course or its equivalent.**	The presenter and POST will jointly determine equivalency of training.

6.4 Instructional Staff-to-Student Ratios

6.4.1	**Each presenter of chemical agent training shall establish and identify an appropriate instructional staff-to-student ratio.**	Exact instructional staff-to-student ratios will depend upon the student familiarity with chemical agents, conditions of deployment, and the specific type of training. The ratio for introductory training, for example, may differ from the ratio established for refresher training or instructor-level courses.
6.4.2	**The presenter's instructional staff-to-student ratio shall be reduced when students are exposed to the actual effects of chemical agents.**	Since student reactions to the effects of chemical agent exposure vary widely, the number of instructional staff must be sufficient to provide adequate supervision over each student. The exact number of staff necessary will also depend on the experience of students with the effects of chemical agents.

6.4 Instructional Staff-to-Student Ratios (continued)

6.4.3	**The instructional staff-to-student ratio shall be reduced for higher risk exercises.**	The instructional staff-to-student ratio shall be low enough to permit the instructor to stop action when a safety breach is observed or other problems occur.

6.5 Presentation Guidelines

6.5.1	**Classroom instruction shall be done with inert devices, slides, or other appropriate visual aids.**	Generally, the presence of live blast dispersion or pyrotechnic devices in the classroom environment represents an unnecessary risk. Certain chemical agent devices such as hand-held aerosols, liquid stream, or foam may be appropriate for demonstration in this setting.
6.5.2	**The unique characteristics of different chemical agent devices currently available and the specific type of training being presented inhibit exact rules for their deployment. Instructors shall be aware of the particular hazards associated with the specific types of devices used in the training program and use them accordingly.**	–
6.5.3	**Projectiles and launchable chemical agent munitions used in training shall not be fired in the direction of students or into an occupied room or enclosure.**	–
6.5.4	**Students shall be instructed not to handle any device that fails to detonate.**	Disposal of "dud" devices is the responsibility of the instructional staff according to procedures identified in the presenter's written safety policy.
6.5.5	**Students shall be instructed not to remove the retaining pin from blast dispersion or pyrotechnic chemical agent munitions until just prior to the device being ignited.**	Premature removal of the retaining pin substantially increases the potential for accidental activation.
6.5.6	**Students preparing to deploy any munitions shall be instructed to hold the device with the safety lever or "spoon" positioned in the web of the strong hand. The retaining pin shall be accessible to the student's weak hand. Students deploying munitions shall wear the appropriate protective gear.**	When the spoon is kept in the web of the hand, it inhibits the tendency for the student to "milk" the spoon (loosening and tightening the fingers), thus compromising a safe and firm grip on the device.
6.5.7	**Students shall be instructed to always throw, launch, or otherwise deploy munitions so that they can clearly observe the area where the device lands.**	–

6.6 Specific Safety Rules

6.6.1	**The instructional staff shall supervise the decontamination of students exposed to chemical agents.**	Instructional staff shall maintain positive control over students in order to minimize panic. Instructors shall also be alert for long post-exposure recovery time, allergic reactions, or other exposure related health issues. Medical professionals shall attend to continued distress.

7 Destructive Devices

7.1 Facility Guidelines

7.1.1	**General safety rules and procedures on the use of each type of destructive device shall be developed, reduced to writing, and communicated to instructors and students prior to each training session.**	Whenever possible, safety rules shall be clearly communicated. Sound/light diversionary devices, sound/light diversionary devices containing chemical agents, sting ball grenades, and sting ball grenades containing chemical agents are all identified as destructive devices.
7.1.2	**The location selected for deployment of destructive devices shall be reasonably free of loose gravel, rocks, or other debris which could become secondary missiles increasing the potential for injury.**	–
7.1.3	**Destructive devices shall never be deployed in areas where highly combustible materials or flammable vapors are present or suspected.**	–
7.1.4	**The deployment of a sting ball grenade or other sound/light diversionary devices in a confined environment shall be restricted to areas of adequate size and appropriate construction so as to limit the hazard caused by over-pressure.**	The actual blast effect is increased considerably by deployment in an enclosed or confined environment.
7.1.5	**Deployment of sound/light or related diversionary devices for training purposes shall occur only in areas where proper ventilation is provided.**	Deployment of pyrotechnic devices will generally produce noxious smoke, dust, and other by products of combustion.

7.1 Facility Guidelines (continued)

7.1.6 **When deploying sound/light and related diversionary devices in training, students shall be positioned to avoid flying debris.**

Deployment of sound/light devices can break or shatter articles such as glass, ceramic objects, or other frangible materials.

It is recommended that diversionary devices be deployed in the open or in a windowless enclosure free of frangible objects.

Caution shall be taken to ensure that blast ports or vents of the devices are not obstructed in order to reduce the risk of shrapnel from the device body, and/or to prevent the device from becoming a projectile of lethal potential.

Instructors shall take precautions during inclement weather or other wet conditions to ensure pyrotechnic integrity of the device prior to deployment. This will help to avoid squib loads, duds, and other hazards associated with inconsistent burn rates.

7.2 Equipment Guidelines

7.2.1 **Presenters shall provide or require that every student wear full body protection if located within the effective range of a sound/light or sting ball device.**

Safety equipment such as fire retardant clothing is recommended for those persons actually deploying devices in training. Safety glasses and hearing protectors are also essential.

Safety glasses and hearing protectors shall be of sufficient quality to protect students from the noise and flash. This generally suggests protection levels exceeding those of common range hearing protectors or standard shooting glasses.

7.2.2 **All persons who are required to deploy or handle a live sound/light or pyrotechnic device shall be provided with fire retardant protective gloves.**

Gloves used to handle sound/light or pyrotechnic devices must have sufficient tactile mobility to allow the student to safely handle the device. "Mitten-type" gloves, for example, are not adequate for this purpose.

7.3 Instructor Qualifications

7.3.1 **Each instructor shall be required to successfully complete a POST-certified Diversionary Device Instructor Course or its equivalent.**

The presenter and POST will jointly determine training equivalency. Prior experience by the instructor in the use and deployment of diversionary tactical munitions shall be considered essential.

7.4 Instructional Staff-to-Student Ratios

7.4.1	**Each presenter of sound/light diversionary devices, sting ball grenades, or other pyrotechnic diversionary device training shall establish and identify an appropriate instructional staff-to-student ratio.**	–
7.4.2	**The instructional staff-to-student ratio shall be lowered when a student is actually deploying a diversionary device or is exposed to its effects.**	The instructional staff-to-student ratio shall be low enough to enable the instructor to immediately stop action when a safety breach is observed or other problems occur.

7.5 Presentation Guidelines

7.5.1	**The presenter's general safety rules shall be reviewed with students immediately prior to the application phase of diversionary device training.**	–
7.5.2	**Specific procedures for handling accidental deployment, as well as malfunctions, and other unusual occurrences shall be reviewed immediately before any diversionary device is ignited.**	–
7.5.3	**All classroom instruction or orientations shall be accomplished with inert devices.**	The intent is to limit the handling of live devices to the field application portion of the training course where they will actually be deployed. The inert devices shall be clearly marked or identified.
7.5.4	**Sound/light diversionary devices, sting ball grenades, and related diversionary devices have unique characteristics that must be considered prior to and during use. Instructors must be aware of the particular hazards associated with each device used in training and deploy each accordingly.**	–
7.5.5	**Sound/light, sting ball, and related diversionary devices shall never be thrown directly at or over the heads of students.**	By avoiding detonation over the heads or in the immediate proximity of students, the hazard from fragmenting parts of the device or displaced environmental substances is substantially reduced.

7.5	**Presentation Guidelines** (continued)	
7.5.6	**Students who are exposed to the effects of sound/light diversionary devices, sting ball grenades, or related diversionary devices shall be provided with safety equipment such as hearing protection, eye protection, appropriate glove (hand) protection, ballistic vests, or other appropriate safety gear.**	–
7.5.7	**Students shall be instructed in the correct safety procedure when a device fails to ignite.**	Disposal of a "dud" device is the responsibility of the instructional staff. The specific procedures contained in the presenter's written safety policy shall be followed in such instances.
7.5.8	**Students shall be instructed not to remove the safety pin from any sound/light, sting ball grenade, or other diversionary device until just prior to deployment.**	Premature removal of the safety pin substantially increases the potential for accidental ignition. Students shall be instructed to retain the safety pin in case it becomes necessary to safe the device.
7.5.9	**Students shall be instructed to hold sound/light, sting ball grenades and other diversionary devices with the safety lever or "spoon" positioned in the web of the strong hand. The safety pin shall be accessible to the student's weak hand until after the device has been deployed.**	When the spoon is kept in the web of the hand, it inhibits the tendency for the student to "milk" the spoon (loosening and tightening the fingers), thus compromising a safe and firm grip on the device.
7.5.10	**Students shall not throw, launch, or otherwise deploy diversionary devices unless they have a clear view of the area where the device is intended to land.**	The notion of "look before you throw" is fundamental to student safety.

8 Tactical Operations Training

8.1 Facility Guidelines

8.1.1	**General safety rules and procedures unique to each tactical operations training site shall be developed, reduced to writing, and communicated to students prior to each training session.**	Since facilities for tactical operations training are in short s85upply, most presenters must train at a variety of locations on a space-available basis. The need to draft safety rules and procedures specific to each facility is strongly suggested. Whenever possible, safety rules shall be clearly posted. Students using unfamiliar facilities shall be made aware of local rules and conditions.
8.1.2	**The tactical operations training site shall be located in an area that reduces potential hazards to the public.** **Consideration shall also be given to notifying allied law enforcement agencies that may operate in areas adjacent to the training site. The realism inherent to tactical operations training can create the erroneous impression that a real crime is occurring or that students are real officers in need of assistance.**	–
8.1.3	**When selecting a training site, presenters shall consider environmental factors.**	Consideration shall be given to potential tactical hazards resulting from falls, burns, impact injuries, exposure to toxic substances, or other hazards. The site shall be situated to retain stop-action control by facilitators and instructors.

8.1	**Facility Guidelines** (continued)	
8.1.3 *cont'd*		Tactical training involves active participation of students who are training for high-risk operations such as warrant service or hostile suspect apprehension. To retain maximum training effect, some element of risk is inherent in the training. The instructors are to balance the risk against the training effect, with primary consideration of mitigation of risk in favor of the student.
8.1.4	**Safe areas shall be designated to accommodate persons who are not directly engaged in training.**	Staging and stand down areas shall be clearly designated and ideally situated near water, rest rooms, and a first aid station.
8.2	**Equipment Guidelines**	
8.2.1	**Instructors shall ensure that students participating in tactical operations training have access to serviceable and appropriate safety equipment as required by the specific tactical discipline to be taught.**	Because the definition of tactical operations training is inherently broad, the equipment needed may vary. A breaching scenario, for example, may require the use of ladders and breaching tools. Certain entry scenarios may require climbing or rappelling equipment. Each student shall have the proper equipment to safely perform the task at hand.
8.2.2	**A fire extinguisher shall be readily available during any tactical operations training where a fire hazard may exist.**	The use of pyrotechnic devices in tactical operations training suggests the need for on-site fire suppression capability. The fire extinguisher type and size shall be appropriate for the kind of fire hazard anticipated.
8.2.3	**Protective equipment shall be provided or required when paint guns or other projectile-firing weapons are employed in tactical operations training.**	Eye protection, ear coverings, heavy clothing, and groin protection shall be required when paint guns or other projectile-firing weapons (e.g., foam rounds, wax rounds, etc.) are utilized in training. Use of helmets, full-face shields, and body armor is also strongly encouraged.
8.2.4	**Protective equipment shall be provided or required when blanks are used as a training aid.**	Eye and hearing protection shall be required.

8.2 Equipment Guidelines (continued)

8.2.5	**Distance restrictions shall be established when blanks are used as a training aid.**	A firearm loaded with a blank can become lethal if discharged at a person within contact distance. The relative size and contents of the blank will also be a significant factor. Hazard potential generally decreases as the distance from the target is increased. An adequate "space cushion" is therefore essential.
8.2.6	**Firearms used in tactical operations training scenarios, role-play, arrest simulations, or weapon takeaway and retention exercises shall be rendered incapable of firing a live round.**	Training firearms shall be modified with barrel plugs, cylinder pins, or adapters that prevent the insertion and discharge of a live round. Weapons shall be visually identifiable, either permanently (e.g., red grips) or temporarily (e.g., red tape) to indicate that it has been rendered incapable of discharging a live round. The intent of this guideline is to reduce the potential for an accidental discharge when firearms must be pointed at students and staff during a training simulation or scenario. Live-fire building entry simulations and similar specialized tactical team exercises are an exception to this guideline. However, under no circumstance shall live-fire be directed at or near participating students or other individuals.

8.3 Instructor Qualifications

8.3.1	**Instructors of tactical operations training courses shall be appropriately qualified, based upon their experience, knowledge, and instructional ability.**	The determination of an instructor's eligibility to teach will be made jointly by the presenter and POST. The active lead or section instructor shall have POST-certified training, or the equivalent, in the specific tactical discipline being addressed.
8.3.2	**Instructors of tactical operations training courses shall be encouraged to participate in periodic instructor update courses and to network with other tactical operations instructors.**	–

8.4 Instructional Staff-to-Student Ratios

8.4.1	**Each presenter of tactical operations training courses shall establish an appropriate instructional staff-to-student ratio, which is submitted as part of the POST certification request package.**	Separate instructional staff-to-student ratios may be appropriate for introductory training as opposed to refresher courses or instructor-level training.
8.4.2	**Presenters shall consider reducing the instructional staff-to-student ratio when high-risk techniques are involved.**	Certain tactical operations training activities, such as rappelling or live fire building entries suggest the need for more intensive student supervision.

8.5 Presentation Guidelines

8.5.1	**Instructors shall maintain an appropriate level of discipline over students at all times.**	Instructors shall consistently enforce a professional atmosphere during training and ensure that students abide by the rules of conduct Activities such as fast rope techniques and other airborne operations suggest the need for closely monitored student discipline.
8.5.2	**Instructors shall conduct a briefing of role players before the application phase of incident simulations or field scenarios.**	Adequate orientation of role players is fundamental to student safety. Role players and other support personnel involved in tactical scenarios or event simulations shall be aware of applicable safety rules. Role player discipline and self-control are also fundamental to overall safety.
8.5.3	**Training facilities shall be inspected prior to the application phase of training.**	
8.5.4	**The instructional staff shall conduct a pre-training inspection of student clothing and personal equipment prior to its use in the tactical operations training program.**	A pre-training inspection is intended to ensure that students have the correct clothing and personal equipment. The inspection affords the opportunity for the instructor to check for inadequate, unserviceable, or defective equipment. Role players shall be included in the pre-training inspection to ensure that they are not in possession of items that could compromise student safety and to ensure that they have the proper equipment to perform their task effectively.

8.5 Presentation Guidelines (continued)

8.5.5	**An inspection of any props used shall be conducted prior to the application phase of training.**	Advance inspection of props will ensure that equipment is in a safe and serviceable condition. Items such as edged weapons are particularly prone to damage and shall be inspected regularly.
8.5.6	**Instructional staff shall conduct a safety check of all weapons and ammunition prior to training, following any break in training, or where students or role players have been allowed to leave the training site.**	A weapons safety check conducted after lunch breaks, following transportation to remote ranges, or after other breaks in training will help to ensure that weapons have not been inadvertently loaded. Periodic safety checks throughout the day are also appropriate. This guideline is intended to include inspection of paint guns, soft projectile-firing weapons, blank loaded firearms, or other weaponry.
8.5.7	**Instructors shall be aware of physical fatigue factors that affect the ability of the student to perform safely.** **Tactical operations training is inherently tiring. Instructors shall be aware that long periods of training, environmental conditions, or other factors may fatigue students and increase injury potential. Adverse climatic conditions, for example, could suggest a reduction in instructional intensity.**	–
8.5.8	**Strenuous exercise shall be avoided during periods of poor air quality in conformance with the Air Quality Index (AQI).**	Local Air Quality Management Board phone numbers can be located in the telephone book.
8.5.9	**The presenter's general safety rules shall be reviewed prior to the application phase of training.**	–
8.5.10	**Safety rules and precautions applicable to the particular tactical discipline or training task shall be reviewed prior to the application phase of training.**	Instructional staff and students shall attend a classroom orientation, scenario walk-thru, event simulation, or other briefing prior to the actual training.

8.6 Specific Safety Rules

8.6.1	**Minimum conditioning guidelines shall be considered for students participating in tactical operations training.**	In-service students shall be advised of the physical exertion required prior to training. Students who may not be physically adequate to the task shall self-identify for further evaluation. Instructors shall be alert to those who demonstrate inadequate physical conditioning. Specific guidelines regarding in-service fitness levels will depend upon individual agency practices. Such practices may place the preventability of some injuries beyond the control of the instructor.
8.6.2	**Tactical operations students shall be provided with a list of specific physical performance requirements, physical fitness expectations, and testing standards prior to participating.**	The intent of this guideline is to promote the self-elimination of students who do not possess the fitness level necessary to safely perform specified training tasks. Physical fitness testing shall be encouraged prior to training to determine if a student will be able to safely participate in tactical event simulations.
8.6.3	**The instructional staff and the students share responsibility to stop action when a safety breach is observed or other problem occurs.**	Students shall be made aware of the appropriate immediate stop action procedure when a safety problem is perceived which may cause injury to anyone. This also underscores the reasonable responsibility of both student(s) and instructor(s) to stop action when hazards are observed.

9 Physical Conditioning

9.1 Facility Guidelines

9.1.1	**Physical conditioning training shall occur in a suitable location.**	Lighting and ventilation are key factors in the selection of indoor facilities suitable for strenuous physical activity. Risk of student injury increases when training occurs in inappropriate locations.
9.1.2	**Callisthenic exercises shall typically be performed on shock absorbing, nonabrasive surfaces when available.**	–
9.1.3	**To the extent possible, running areas shall afford adequate traction and shall be free from hazards such as physical obstructions, steep embankments, and excessive inclines or declines.**	Deviation from this general guideline can occur when involved in training that is particularly designed to be rigorous and challenging, such as training for special operations in SWAT and similar units.
9.1.4	**All offsite training locations shall typically be inspected in advance for adequacy of exercise surfaces, lighting, traffic safety, security, and related considerations.**	–
9.1.5	**Restrooms and drinking water shall be reasonably available during exercise sessions.**	Heat stress is the product of both temperature and humidity. Exercise during moderate temperature conditions can be as dangerous as exercise during high temperature conditions, depending on the relative humidity.

9.2 Equipment Guidelines

9.2.1	**Minimum standards for clothing and footwear shall be established for students participating in physical conditioning training.**	Footwear shall offer shock absorption and support for the activity. Clothing shall be layered to accommodate temperature changes during exercise. Clothing that inhibits evaporative cooling (e.g., sauna suits) shall be avoided. High visibility or reflective clothing shall be encouraged as conditions warrant.
9.2.2	**The wearing of excessive jewelry during exercise shall be prohibited since its presence may represent a hazard to students.**	–

9.3 Instructor Qualifications

9.3.1	**Instructors of physical conditioning training shall complete a POST basic physical training instructor course, or its equivalent.**	The presenter and POST will jointly determine equivalency. The intent of this guideline is to encourage instructors to obtain background training in physical training and/or exercise science.
9.3.2	**Physical Training instructors shall be familiar with the objective symptoms of heat illnesses, exhaustion, respiratory, and cardiac emergencies.**	Training in First Aid and CPR at the advanced level is encouraged. Attention shall also be given to recognition of symptoms of muscle strains, tears, fractures, and dislocations in order to facilitate an appropriate medical response.

9.4 Instructional Staff-to-Student Ratios

9.4.1	**Each presenter of physical conditioning training shall establish an appropriate instructional staff-to-student ratio included with the POST certification request package.**	–

9.5 Presentation Guidelines

9.5.1	**Obstacle courses shall be inspected for hazards prior to each use.**	Course obstacles shall be designed to advance a training purpose.
9.5.2	**Strenuous exercise shall be avoided during periods of poor air quality in conformance with the Air Quality Index (AQI), and during periods of excessively inclement hot or cold weather.**	Local Air Quality Management Board phone numbers can be located in the telephone book.

9.5 Presentation Guidelines (continued)

9.5.3	**Instructors shall advise students of the causes of common exercise-related injuries and strategies for preventing such injuries.**	It is well recognized that many student injuries resulting from physical conditioning are preventable when proper equipment and exercise methodologies are employed. A description of common exercise-related injuries and injury prevention techniques can be found in Chapter 2 of the *Basic Academy Physical Conditioning Manual*.
9.5.4	**Instructors shall follow recognized manipulative skill training principles in the delivery of training.**	Conditioning skills and exercises are generally taught by first describing the skill, demonstrating it, and then having the student perform it at a reduced speed until some proficiency is achieved. These same instructional principles apply to obstacle courses and related test events.
9.5.5	**Instructors shall constantly emphasize proper application of technique and safety over competitive performance.**	Injuries can occur as a result of excessive competition among students.
9.5.6	**Lesson plans for physical conditioning shall be developed in accordance with the principles outlined in the *Basic Academy Physical Conditioning Manual.***	–

9.6 Specific Safety Rules

9.6.1	**Presenters shall establish procedures for medically prescreening all students who will engage in vigorous physical conditioning.**	In general, the prescreening process shall include a general health history and cardiac risk profile, as well as decision criteria for referring the student for medical evaluation. The prescreening process may include attestation of fitness from the participating student and/or agency in accordance with local policy. The American Heart Association, the Center for Disease Control, and the American College of Sports Medicine all have published forms and procedures for conducting such pre-screening.

9.6	**Specific Safety Rules** (continued)	
9.6.2	**Prospective students and sponsoring agencies shall be notified in advance of the physical demands and performance expectations of the physical conditioning program.**	Such notification promotes the self-elimination of students who are not prepared to participate in rigorous physical exercise.
9.6.3	**All exercise sessions shall be preceded by appropriate warm-up and stretching exercises and shall typically conclude with an appropriate cool-down activity.**	Recommended warm-up, stretching, and cool-down activities are included in the *Basic Academy Physical Conditioning Manual.*
9.6.4	**Appropriate emergency and safety procedures shall be established for offsite physical training activities.**	Offsite group training runs and similar activities suggest consideration of chase vehicles with emergency lights, road guards with high visibility or reflective clothing, radio communications, and other appropriate safety measures.

10

Canine Training

10.1 Facility Guidelines

10.1.1 General safety rules and procedures unique to each canine training facility shall be developed, reduced to writing, and communicated to students prior to each training session.

Canine training is often presented at whichever location presenters can obtain on a space-available basis. This suggests the need to draft safety rules and procedures specific to each facility used. Students shall be made aware of each location's rules and conditions.

Whenever possible, safety rules shall be clearly posted.

10.1.2 Each canine facility or training site shall have a reasonably contained perimeter.

Site perimeters shall be designated by warning signs, assignment of stationary observers or, if possible, by a secured fence line.

It is important that all students be aware of possible entry into the training site by unauthorized persons despite the presence of signs and fences.

10.1.3 Staging areas shall be designated to accommodate persons who are not actively involved in a specific training exercise.

Staging areas shall be clearly identifiable to the students and shall include areas for vehicle parking or canine stakeout that are secure from unauthorized entry.

Areas where dogs are staked shall be clearly identified and well lighted to prevent participating students and observers from inadvertently wandering into the staging area.

10.1	Facility Guidelines (continued)	
10.1.4	**Course design and site selection shall address the following considerations:**	▪ Obstructions or obstacles that could cause student or canine injury. ▪ Potential interference from uninvolved persons, vehicular traffic, or other factors ▪ Minimum surface abrasions (potholes, etc.) ▪ Adequate size for the number of students and dogs involved in training ▪ Availability of drinking water and restroom facilities ▪ Presence of adequate shade and sheltered areas ▪ Location of nearest medical and veterinarian facilities
10.1.5	**Each instructor shall have a first-aid kit available to administer first aid as needed**	–
10.1.6	**Each instructor shall have a portable radio or other means of emergency communications.**	–
10.1.7	**A training site inspection shall be conducted to identify and remove any potential hazards to students (and canines).**	–
10.1.8	**In response to injuries, the following actions shall be taken:**	▪ Render first-aid and obtain the appropriate medical assistance ▪ Instructor(s) shall evaluate the injury and report to the lead/senior instructor ▪ A follow-up report shall be made to the lead/ senior instructor. ▪ Handler/canine who sustains an injury which requires treatment by a physician shall obtain a medical release before they are authorized to resume training.
10.1.9	**The instructional staff shall conduct an after action review of the incident to ensure that repeat accidents are avoided**	–

10.2 Equipment Guidelines

10.2.1	**Students shall be required to provide the appropriate training equipment, as specified by the presenter, for the types of training events included in the course and kinds of dogs involved in training.**	Adequate canine handing equipment is fundamental to control of the animal and successful performance of the training task. Likewise, serviceable protective clothing, arm sleeves, and other equipment can be fundamental to agitator and handler safety. Some forms of equipment would consist, but not be limited to the following: protective arm, full body suit, hidden protective sleeves, muzzle, harness, leather leashes, protective helmet (optional), and molded gloves (or some form of hand protection) The determination as to the acceptability of training equipment and protective devices is the responsibility of the presenter.
10.2.2	**Instructors shall conduct a pre-training inspection to ensure that training equipment meets the presenter's minimum standards.**	Periodic inspection of training equipment is fundamental to student safety. Equipment that is deemed unsafe or unserviceable shall not be utilized in training.
10.2.3	**Equipment that is not required for the training event being performed shall be removed from the training area.**	Extra equipment shall be secured in designated staging areas. Equipment that is not needed can cause confusion and misdirection.

10.3 Instructor Qualifications

10.3.1	**Instructors of canine training courses shall be appropriately qualified, based upon their experience, knowledge, and instructional ability.**	The determination of an instructor's eligibility to teach will be made jointly by the presenter and POST.
10.3.2	**At least one member of the instructional staff shall have an understanding of canine psychology, dog training techniques, search and control methodology, general arrest techniques, and contemporary law enforcement practices.** **Instructors shall also be aware and knowledgeable of environmental factors such as extreme heat or cold weather as well as air quality concerns that would cause distress to a canine.**	–

10.3 Instructor Qualifications (continued)

10.3.3 **Police canine trainers shall be encouraged to participate in on-going professional development activities such as attendance at update seminars and canine trials.**

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10.3.4 **Instructors in canine courses incorporating narcotic search or explosive device detection shall have additional training in these specialties.**

Canine training that includes these areas necessitates familiarity with additional safety protocols and potential hazards. Some narcotic substances and virtually all explosive materials are extremely dangerous and may be inappropriate for use in routine training.

10.4 Instructional Staff-to-Student Ratios

10.4.1 **Each presenter of canine training shall establish and identify an appropriate instructional staff-to-student ratio, included with the POST certification request package.**

The Instructional staff-to-student ratio for initial training may vary from the ratio identified for refresher courses. An instructional staff-to-student ratio that ensures adequate supervision of students in training is essential.

The chart at right shows suggested staff-to-student ratios, but may be modified depending on circumstances:

Staff-to-Student Ratios

Training Category	Staff	Student
General	2	12
Classroom Lecture	1	30
Practical Exercises	1	6
Obedience	1	2
Field Search	1	1
Building Search	1	1
Officer Protection	1	1
Vehicle Search	1	1
Narcotics Search	1	1
Explosive Search	1	1

10.4.2 **Presenters shall lower the instructional staff-to-student ratio for activities representing greater risk to students.**

Activities such as handler protection exercises suggest the need for a high degree of student supervision.

10.5 Presentation Guidelines

10.5.1	**Instructors shall maintain an appropriate level of control over students and their dogs at all times.**	Instructors shall maintain a disciplined and professional atmosphere during training.
10.5.2	**Instructors shall be aware of physical fatigue factors, which affect the ability of the student and the canine to perform safely.**	The physical condition of the handler and dog, the climatic conditions (i.e., extremes in heat and cold), the type of terrain, and other environmental factors such as smog level, can affect the capabilities and safe performance of both handler and canine. All of these factors shall be considered when establishing the instructional pace.

10.6 Specific Safety Rules – Handler / Decoy / Canine Qualifications

10.6.1	**Students shall be notified in advance on the specific fitness recommendations or physical performance requirements of the training course.**	Students shall be made fully aware that police canine training is strenuous. Specific performance requirements and recommendations shall be described in the course flyer or communicated to students before the program begins. The intent of this guideline is to promote the self-elimination of students who may be unable to meet the program's physical demands.
10.6.2	**Students shall be instructed that they are responsible for the behavior and activities of their dog at all times.**	Students shall be instructed to stay alert to the proximity of their dog to persons and other animals.
10.6.3	**Any dog, which is believed to be unhealthy, or which represents a safety hazard to other students or animals, shall be eliminated from training.**	Instructors may have no control over the background, disposition, or medical history of animals appearing at a training course. The exclusion of animals whose behavior or physical condition raises doubts as to safety risk serves to promote a safe learning environment.
10.6.4	**Persons used as role players or agitators shall be given appropriate training.**	Persons participating as role players shall be briefed in advance regarding potential hazards, anticipated canine responses, specific safety rules, and the proper use of protective equipment. Role players/agitators shall be physically fit with no disqualifying physical limitations or disabilities and must be able to abide by and follow instructions.

10.6	Specific Safety Rules – Handler / Decoy / Canine Qualifications (continued)	
10.6.5	***Police service dog* – A canine shall have completed and passed a basic canine training course.**	–
10.6.6	***Tactical canine teams training* - The goal is to provide a safe and effective environment for students to learn techniques and tactics for K-9/SWAT deployment.**	–
	***Canine handlers* – A SWAT canine handler shall have completed and passed a basic canine training course similar to the POST Canine Handler Course with current canine and shall have one year of minimum service with present canine. It is recommended that the handler attend a POST-certified Special Weapons and Tactics Course or its equivalent.**	▪ Police service dog – In addition to Section 10.6, a canine shall have completed and passed a basic canine training course as described in the *Voluntary K-9 Team Guidelines* with current handler and shall have a minimum of one year of service with current handler. ▪ Basic canine SWAT training – For continuity and safe deployment, it is recommended that each canine team and SWAT team member attend a POST-certified Canine/Swat Deployment Course or its equivalent
	For additional information regarding K-9/ SWAT deployment please refer to the Guidelines for Special Weapons and Tactics and Specialized SWAT Guidelines (available 7/06).	

11

Motorcycle Training

11.1 Facility Guidelines

11.1.1	**General safety rules and procedures unique to each motorcycle training facility shall be developed, reduced to writing, and communicated to students prior to each training session.**	Motorcycle training is often presented at whichever location presenters can obtain on a space-available basis. This suggests the need to draft safety rules and procedures specific to each facility used. Students shall be made aware of each location's rules and conditions. Whenever possible, safety rules shall be clearly posted.
11.1.2	**Motorcycle training shall be conducted in a restricted access area to ensure that uninvolved vehicles and pedestrians do not present safety hazards.**	–
11.1.3	**Course design and site selection shall address the following considerations:**	▪ Minimum obstructions ▪ Minimum interference with other training exercises ▪ Maximum margin for run-out areas adjacent to exercises ▪ Accessibility by fire, rescue, and other emergency vehicles ▪ Accessibility to drinking water and restroom facilities
	NOTE: Off-road motorcycle training presupposes presentation in a remote, hard to reach area. Presenters shall consider having additional safety equipment available during this type of training.	

11.1	**Facility Guidelines** (continued)	
11.1.4	**Instructional staff shall monitor facility conditions so that safety hazards can be detected and corrected.**	At a minimum, inspections of the motorcycle training facility shall be conducted daily before students are permitted to commence riding exercises.
11.2	**Equipment Guidelines**	
11.2.1	**Motorcycles used for training shall be adequately equipped and approved by the presenter.**	–
11.2.2	**Presenters shall require students to use approved safety equipment such as helmets, boots, gloves, and shatter-resistant eye protection at all times while operating a motorcycle.**	Presenters shall inspect all safety equipment prior to use. Motorcycle helmets shall meet the *Department of Transportation (DOT) Safety Standard #218*.
11.2.3	**A fire extinguisher and first aid kit shall be immediately available at each training site.**	–
11.2.4	**The presenter shall establish a maintenance program that includes frequent inspection of brakes, wheels, tires, suspension components, and related motorcycle equipment.**	Motorcycle components can wear unpredictably or become stressed to a degree that failure is probable. Routine inspection and regular parts replacement is fundamental to any motorcycle training program. Tire pressure shall be checked regularly.
11.3	**Instructor Qualifications**	
11.3.1	**Each instructor shall be required to complete a POST-certified Motorcycle Training Instructor Course, or its equivalent.**	The presenter and POST shall jointly determine equivalency of training.
11.4	**Instructional Staff-to-Student Ratios**	
11.4.1	**Each presenter of motorcycle training shall establish an appropriate instructional staff-to-student ratio.**	The Instructional staff-to-student ratio for initial or introductory motorcycle training may vary from the ratio established for refresher or instructor-level courses. The intent in establishing an instructional staff-to-student ratio is to ensure adequate supervision over students in training.

11.4 Instructional Staff-to-Student Ratios (continued)

11.4.2	**Presenters shall consider lowering the instructional staff-to-student ratio for higher risk driving exercises.**	Certain types of driving drills, hill climbs, or off-road operations may suggest altering the instructional staff-to-student ratio. The number of instructors needed depends on the specific type of exercise and the potential injury risk to the student. In some cases, the ratio could be 1:1. The instructional staff-to-student ratio shall be identified and submitted to POST as part of the Course Certification Request Package.

11.5 Presentation Guidelines

11.5.1	**The presenter's safety rules shall be reemphasized to students immediately prior to actual motorcycle operation.**	–
11.5.2	**Instructors shall be aware of any physical fatigue factors that may affect the ability of the student to perform safely.**	Instructors shall be aware that long periods of training could unduly fatigue students and increase accident potential. Extreme heat, smog, visibility, and other environmental conditions which affect student safety shall also be considered.

11.6 Specific Safety Rules

11.6.1	**It is recommended that all students be able to place the balls of both their feet on the ground simultaneously while sitting astride a presenter-approved motorcycle.**	The intent of this guideline is to ensure that students are of sufficient body size and strength to safely control a typical enforcement motorcycle.
11.6.2	**It is recommended that all students be able to individually right a downed motorcycle of the type utilized by their respective departments.**	The intent of this guideline is to ensure that students are of sufficient strength to safely control a typical enforcement motorcycle. It is recommended that all students demonstrate this technique after instruction. Students shall also be able to place the motorcycle on the center stand, after proper instruction.

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12

Search & Rescue Training

12.1 Facility Guidelines

12.1.1 Presenters shall consider the following factors when selecting a search and rescue (SAR) training location or dive site:

- Environmental
- Accessibility to fire, rescue, and other emergency equipment
- Adequate area for the student population
- Emergency evacuation capability
- Adequate staging and dressing areas
- Adequate areas for students not actively engaged in training Designated areas for resting, smoking,
  eating, etc.
- Availability of shelter from inclement weather (rain, snow, heat, etc.)
- Adequate areas for equipment clean-up, storage, and maintenance activities
- Availability of drinking water and restroom facilities

Presentation in open areas such as waterways, deserts, and mountains is essential to creating authentic training scenarios and providing opportunities for student application.

The type of facilities needed for search and rescue training will vary widely. Any of the listed considerations can directly impact student safety. Some training sites may require that students provide their own supply of drinking water or utilize either temporary toilets or portable lavatories.

12.1 Facility Guidelines (continued)

12.1.2	**Site location and weather shall be considered if students will be dressed in specialized gear for extended periods of time.**	Students wearing specialized search and rescue equipment (wetsuits, dry suits, personal floatation devices, foul weather gear, etc.) may become overheated if special precautions are not taken.
12.1.3	**General safety rules and procedures corresponding to the site and search and rescue training course being presented shall be written and communicated to all students prior to training.**	Some search and rescue courses are unique in content and presentation. Specific safety rules shall be developed and procedures established and posted, or otherwise communicated.
12.1.4	**Each search and rescue training facility shall have a means for recalling students to a designated assembly point.**	Some search and rescue training programs require students to engage in activities that involve separating them from the assembly point (diving, tracking, rappelling, etc.). Adequate means of recalling students shall be agreed upon in advance, described in the presenter's safety policy, and utilized as necessary.
12.1.5	**The instructional staff shall continuously monitor facility conditions so that safety hazards can be detected and corrected.**	Because search and rescue training courses use areas exposed to environmental elements, site conditions can change quickly. The instructional staff shall remain mindful of such changes in an effort to detect and correct any perceived safety hazards.

12.2 Equipment Guidelines

12.2.1	**A well-equipped first-aid kit shall be immediately accessible at each training location.**	The first aid kit shall include supplies particular to the type of training event or training site. Items such as insect repellant, sunscreen, or splint materials are appropriate for some types of search and rescue courses and non-prescription decongestants shall be available where underwater rescue classes occur.
12.2.2	**Students participating in search and rescue training shall be required to meet the minimum clothing, footwear, and equipment standards established by the course presenter.**	Required clothing and equipment appropriate to the physical environment and type of training activity shall be identified and communicated to students in advance of the course. Requirements shall be detailed in the course flyer or in attendance confirmation documents. The need for sufficient food, fuel, and water shall be anticipated and provided for at a designated staging area or command post.

12.2 Equipment Guidelines (continued)

12.2.2 *cont'd*	**Other types of mechanical equipment and/or animals that are typically included in a SAR detail may include:**	▪ Horses or mules and tack ▪ Canines ▪ Off-road and/or backcountry access vehicles ▪ Aquatic equipment and/or vessels ▪ Airborne assets
12.2.3	**The instructional staff shall conduct a pre-training inspection of student clothing and personal equipment prior to its use in the training program.**	The pre-training inspection ensures that students have brought the correct clothing and equipment; and that inadequate, unserviceable, or defective articles will not be used. Staff shall also conduct inspections of general SAR vehicles or equipment and any animals or livestock prior to the training evolution.
12.2.4	**The presenters shall provide or require specialized equipment as deemed necessary for the safety of the student.**	Specialized equipment needs will vary depending upon the type of activity. Equipment could include: safety helmets, personal floatation devices, ropes and harnesses, descent devices, SCUBA equipment, surface-supplied air systems, and portable lighting equipment.
12.2.5	**Presenters shall provide communications equipment for students or student groups that will be physically separated during search and rescue training.**	Communications equipment not only provides a measure of safety, but also adds realism to the training exercise. Instructors often use the Incident Command System (ICS) to track individual student activities and movements.
12.2.6	**Students shall be instructed, and when appropriate, tested, in the safe operation of any specialized equipment prior to its actual use in training.**	Some search and rescue equipment is designed for specialized and limited use. Testing of student comprehension shall be considered before the equipment is used in training.
12.2.7	**Specialized equipment used in search and rescue training shall be stored and maintained properly in order to retard wear and prolong its serviceability.**	Items constructed of ballistic nylon and similar materials are especially susceptible to chemical contaminants, sun, and weather. These items shall be checked frequently to ensure their integrity.

12.2 Equipment Guidelines (continued)

12.2.8	**Specialized equipment shall be inspected regularly by the instructional staff to ensure serviceability and conformance with course and presenter requirements.** **Specialized equipment, such as a carabiner, sling harness, hoist pulley, and other items with moving parts shall be checked before and after each use.**	–
12.2.9	**A demand oxygen system shall be available to dive rescue instructors for use in decompression sickness situations.**	A demand oxygen system may help to stabilize an injured person prior to transport to a medical facility.
12.2.10	**The instructional staff shall establish contact with a recompression chamber facility during dive rescue training operations in case of an emergency.**	Contact with such a recompression chamber facility before training begins, and periodically thereafter, will ensure its availability in the event of an actual emergency.
12.2.11	**Presenters shall assure that appropriate back-up equipment is available during training.**	A redundant system and extra safety equipment will enhance student safety if a primary system fails or an emergency occurs.

12.3 Instructor Qualifications

12.3.1	**Search and rescue instructors shall have substantial experience and training in their specific subject area and shall have completed an instructor-level certification program.**	Nationally recognized professional organizations certify technical search and rescue training. Instructors shall participate in available instructor-level courses.
12.3.2	**To enhance ongoing student safety, instructors shall keep current on new equipment, emerging safety trends, practices, and procedures applicable to search and rescue training.**	Affiliations and participation in professional organizations is encouraged. Update courses and networking with other search and rescue trainers is encouraged.

12.4 Instructional Staff-to-Student Ratios

12.4.1	**Each presenter of search and rescue training shall establish and identify an appropriate instructional staff-to-student ratio.**	Instructional staff-to-student ratios may vary depending on the particularities of the training task, the relative danger to the student, and their experience. The staff-to-student ratio shall be identified and submitted to POST in the Course Certification Request Package. The spirit of establishing any staff-to-student ratio is to ensure adequate supervision over students in training.

12.4 Instructional Staff-to-Student Ratios (continued)

12.4.2	**The instructional staff-to-student ratio shall be reduced when students are engaged in high-risk training activities.**	The instructional staff-to-student ratio shall be reduced when students are required to demonstrate technical skills that involve potential for injury. Rappelling, for example, would suggest a high degree of student supervision and control.

12.5 Presentation Guidelines

12.5.1	**Instructors shall be aware of physical fatigue factors and environmental hazards that may affect the student's ability to perform safely.**	Long periods of training, psychologically demanding activities, adverse environmental conditions, and other factors can mentally and physically fatigue students, thereby increasing the potential for injury. Environmental hazards associated with SAR activities that are of particular concern include situations that involve dangerous wildlife and poisonous vegetation. These hazards shall be identified by staff.
12.5.2	**The presenter's safety rules shall be reviewed with students prior to the application phase of search and rescue training.**	–
12.5.3	**Safety rules and precautions on the use of specialized equipment shall be reemphasized to students prior to the application phase of search and rescue training.**	Search and rescue training inherently involves the use of specialized equipment, some of which may be fitted with a variety of redundant (back-up) systems. Instructors shall review not only specialized equipment requirements, but also other pertinent procedures peculiar to the training task.

12.6 Specific Safety Rules

12.6.1	**Presenters shall identify physical conditioning recommendations and specific student performance expectations when advertising the course.**	Search and rescue courses require strenuous physical exertion and intensive cardio-vascular activity. Advance publication and provision of performance expectations and physical conditioning standards may reduce premature fatigue and injury potential. The intent of this guideline is to promote the self-elimination of students who are unable to meet the physical demands of the course.

12.6	**Specific Safety Rules** (continued)	
12.6.2	**Students shall be instructed to use caution and restraint when engaging in a physical activity which may be beyond their physical limit.**	Each student shall recognize his or her individual physical limitations, and self-eliminate when appropriate. Instructors shall emphasize the need for student self-control and restraint in the performance of certain tasks.
12.6.3	**The instructional staff shall closely supervise search and rescue command posts, including set-up, use, and break-down.**	–

13

Tactical Airborne Operations

13.1 Facility Guidelines

13.1.1	**Prior to any airborne operations training, a qualified member of the aircrew shall conduct a comprehensive site survey.**	A site survey is essential to determine if the type and number of aircraft involved can safely operate within the designated landing/flight zone.
13.1.2	**Presenters shall consider the following factors when selecting landing sites and facilities for the delivery of airborne operations training:**	▪ Minimum number of obstructions (obstacles, buildings, power lines, etc.) ▪ Minimum interference with other activities ▪ Appropriate landing surfaces (roof rated for aircraft weight, soil condition, presence of obstacles, free of missile hazards, etc.) ▪ Maximum safety margin adjacent to landing zone ▪ Adequacy of arrival and departure routes ▪ Accessibility to fire, rescue, and other emergency equipment ▪ Availability of drinking water and restroom facilities ▪ Adequate on-site medical support for treatment of minor injuries
13.1.3	**The instructional staff shall continuously monitor facility conditions so that potential safety hazards can be detected and corrected.**	This need is fundamental to safety in airborne operations training. Environmental conditions, such as changing winds, visibility, etc., shall be closely monitored. These factors could precipitate the need to alter or suspend flight training operations.

13.2 Equipment Guidelines

13.2.1	**Aircraft used in airborne operations training shall be adequately equipped and certified airworthy in accordance with Federal Aviation Administration Regulations.**	It is essential that all aircraft be outfitted with safety equipment appropriate to the type of training being conducted. Aircraft used in over-water flights, for example, shall be equipped with a personal flotation device for each person carried. All aircraft must be equipped with the appropriate minimum equipment list as mandated by applicable regulations. Helicopters used in night operations shall have appropriate lighting equipment. A description of the safety equipment shall be included in the presenter's safety policy and shall also be available as part of the airborne unit's operational documentation. Training involving airborne operations is often a "joint venture" between the presenter and the agency or contractor who owns or operates the aircraft. The aircraft operator may establish additional safety rules and safety equipment standards. The presenter, however, is ultimately responsible for student safety.
13.2.2	**Students participating in training involving aircraft operations shall be required to use protective equipment as specified by the presenter or the flight crew.**	Protective equipment varies according to the task at hand. Additional items to consider are knee and elbow pads, Nomex flight suits, and specialized gloves for rappelling or fast-rope operations.
	Personal protective gear shall consist, at a minimum, of the following:	▪ Long sleeved shirt and pants ▪ Sturdy (combat) boots ▪ Protective helmet – UIAA approved ▪ Fire retardant gloves ▪ Eye protection ▪ Hearing protection
13.2.3	**All airborne operations training areas shall be equipped with a fire extinguisher, a first aid kit, and an adequate supply of water located at or near the landing site. Some advanced training scenarios, such as rappelling or fast-roping, typically require a dedicated vehicle for medical transport and on-site EMT support.**	Helicopter landings and take-offs can create substantial flying dust and debris. Remote areas might preclude the availability of extinguishing agents separate of those carried on the aircraft as a matter of routine. In all cases, trained personnel and adequate first aid supplies shall be available to treat personnel in case of injury or accident. Due to the substantial risk of flying debris and dust, sufficient water shall be available to irrigate eyes contaminated by foreign objects.

13.2 Equipment Guidelines (continued)

13.2.4 A telephone or emergency communications device independent of the aircraft's communication system shall be readily accessible in the event of an emergency requiring outside assistance. During remote area operations, the aircrew is responsible for planning contingency responses based on a definite timeline, at the expiration of which a search and rescue (SAR) plan is automatically implemented.

Examples of emergency communications devices are emergency locator beacons or military survival radios capable of transmitting on the international distress frequency of 121.5 or 243.0 MHz. Other examples are cellular telephones, two-way pagers, and pyrotechnic signaling devices.

The SAR plan is the responsibility of the pilot in command; however, the presenter shall be made aware of, and agree to, the plan.

As a general guide, the aircrew shall make periodic reports to the agency or entity in charge of implementing the SAR plan.

13.2.5 Maintenance of the aircraft and its systems shall be the responsibility of the airborne operations unit or contractor. The airborne unit may be requested to furnish evidence of periodic inspections and airworthiness to the presenter.

Aircraft used in training are often not owned or operated directly by the presenter. All applicable airworthiness and registration information shall, however, be made available to the presenter.

13.3 Instructor Qualifications

13.3.1 All aircrew personnel participating in tactical airborne operations training shall be intimately familiar with, and qualified to perform the maneuvers and procedures used during the phase of instruction.

At no time shall basic flight crew training be accomplished contemporaneously to tactical airborne operations training. All members of the flight crew shall act as members of the instructional staff.

The spirit of this guideline is to ensure that the flight crews employed when students are present are highly experienced and proficient in addition to having the FAA required certifications appropriate to operate the type of aircraft used.

Each member of the flight crew shall have completed the minimum training requirements set forth by their employing agencies and be designated for the position, i.e., pilot in command, second in command, crew chief, tactical flight officer, and Short Term Airborne Operation (STABO) Master/Spotter.

It is important that the members of the aircrew are intimately familiar with the verbal and visual commands, abort criteria, and emergency procedures applicable to the training task.

If the aircraft and aircrew used to accomplish the training are furnished by a military or National Guard component, the requirement for FAA certification is waived. The applicable military designation for the position occupied by the aircrew member is substituted in accordance with Federal Aviation Administration Regulations.

13.3 Instructor Qualifications (continued)

13.3.2	**A member of the instructional staff not involved in on-going teaching shall be assigned the responsibility of safety observer.**	Safety observers shall ensure that the presenter's safety rules are being followed. In addition, they conduct an on-going inspection of the training and landing areas to identify any safety hazards.

13.4 Instructional Staff-to-Student Ratios

13.4.1	**Each presenter of tactical airborne operations training shall establish and identify an appropriate instructional staff-to-student ratio.**	The intent in establishing an instructional staff-to-student ratio is to ensure adequate supervision over students in training.
13.4.2	**Presenters shall consider lowering the instructional staff-to-student ratio for high risk activities.**	Certain tasks, such as rappelling, hoisting, STABO, and fast-roping from a helicopter, suggest a substantial instructional staff commitment. This may entail the need to supervise both ground and air operations as well as to deploy safety observers. Some of these tasks place additional requirements on the presenter to coordinate all flight and ground activities via an open communications link. An open communications link between ground personnel and flight crew is essential.

13.5 Presentation Guidelines

13.5.1	**Prior to the use of aircraft in training, the instructional staff and air unit personnel shall discuss general aircraft operations, standard operating procedures, the maneuvers to be flown, and all pertinent safety considerations.**	It is essential that predetermined routines be established, including criteria for aborting training and/or a stop-action protocol known to all members of the instructional team. Disciplined and cohesive action between members of the instructional team, ground personnel, and flight crews is imperative to student safety.
13.5.2	**General airborne operations, safety practices, the presenter's safety policies, and the airborne operation unit's safety rules shall all be reemphasized to students immediately prior to the commencement of training in and around aircraft, and periodically thereafter.**	Since law enforcement airborne operations training is often a joint venture between the presenter and the owner of the aircraft, students shall be made aware of both sets of policies.
13.5.3	**Students shall be instructed to immediately report any perceived safety hazard to the instructional staff.**	–

13.5 Presentation Guidelines (continued)

13.5.4 Instructors shall conduct a pre-training inspection of students to eliminate potential safety hazards.

This inspection shall focus on any loose items which might present a hazard to flight operations, such as hats, jewelry, carried objects, or other items which could get caught in, or affected by rotor wash or propeller action, and shall be collected from students.

Special emphasis shall be placed on preventing the inadvertent deployment of pyrotechnic devices.

At no time shall any person be permitted to carry CS, CN, OC, or explosive diversionary, or fragmenting devices during flight operations training without express prior approval, certification, and inspection by the aircraft commander, designated crew members, supervising instructional staff, and the presenter.

Advanced training in external rope and hoist operation may require the student to demonstrate an appropriate level of physical fitness prior to participating in any training activities of this nature.

Determination as to what is or is not permissible rests with the instructional staff and aircrew, except that the pilot in command shall be the final authority in the event of a conflict of policy or procedures. The safety of the students and other involved personnel is the primary consideration.

13.6 Specific Safety Rules

13.6.1 Two-way radio communications shall be established and maintained between ground instructors and the flight crew during actual airborne operations training.

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13.6.2 Any personnel, including the instructors, aircrew members, or students, shall be encouraged to initiate a "stop action" if a hazard is observed or perceived.

It is imperative that all members of the instructional staff are familiar with radio commands to stop an evolution for safety reasons. Each and every member of the staff may halt an evolution for safety reasons at any time. The presenter and pilot in command will determine when it is safe to continue training after corrective actions have been taken.

13.6.3 Students shall be instructed not to approach a helicopter whose blades are turning. A member of the aircrew shall give a positive hand signal or radio command to commence boarding operations.

Particular emphasis must be placed on angles and routes of approach, as well as special precautions required when boarding or exiting while the aircraft is on a slope. At no time will any person except an aircrew member approach the aircraft from the rear.

13.6.4 **Whenever rifles, shotguns, and submachine guns are carried during the flight portion of training, the weapons shall be carried with an empty chamber and a closed bolt to prevent accidental discharge, unless otherwise inspected, approved, and facilitated as part of an advanced training scenario, pre-approved and certified by the aircraft commander, the instructional staff, presenter, and POST personnel.**

In the event that long guns (rifles, shotguns, etc.) are carried on board, the muzzles shall be pointed toward the ground.

Weapons safety is of extreme importance in airborne operations training. The only time that anyone shall chamber a round in flight is after receiving a positive command to do so from the aircraft commander and when actively involved in tactical airborne firearms training.

13.6.5 **Students engaged in airborne firearms training must be cognizant of the fields of fire and receive intense supervision to ensure that all rounds land within the confines of the aerial gunnery range. At no time shall the muzzle of the weapon exceed the safe shooting limits of the position used for shooting.**

All weapons used for airborne firearms training shall have a device attached that collects ejected cartridges and brass, or the aircraft shall be configured in such a way as to prevent brass from entering the confines of the flight deck, air intakes, or the mechanical components of the aircraft.

Exceptions to this rule may be granted on a case-by-case basis in accordance with acceptable safety limitations determined by the design of the aircraft, the approval of the aircraft commander, agency policy, and the weapons involved.

13.6.6 **The aircrew and qualified mechanics and riggers are responsible for configuring the aircraft for specialized training, such as rappelling, fast-rope, STABO, or airborne firearms training.**

These activities usually require the installation of special equipment, which must be installed by a certified mechanic or rigger (as appropriate) and inspected by the pilot in command. All ropes and attachment points shall be inspected prior to and periodically throughout the training evolution. The agency furnishing the ropes shall make a record of maintenance and inspection available to the presenter prior to training.

14

Equestrian Training

14.1 Facility Guidelines

14.1.1 General safety rules and procedures unique to each equestrian training facility shall be developed, reduced to writing, and communicated to students prior to training.

Few presenters have exclusive, dedicated facilities at their disposal. Generally presenters must train at whichever facility they can obtain on a space-available basis.

Students who are using unfamiliar facilities shall be made aware of local rules, conditions, and facility requirements. Whenever possible, safety rules shall be clearly posted or printed in the course handout.

14.1.2 The site selected for equestrian training shall be of adequate size and equipped for the training task.

Presenters shall provide adequate space for staging of trailers and related support equipment. Space for tying, stabling, and caring for animals shall also be available.

Ground surfaces that both horses and students will be using shall also be evaluated in terms of safety especially during mounted drill training for crowd control when engaged in unit movements and formations.

14.1.3 Adequate emergency lighting shall be provided at the site of any nighttime equestrian training.

Lighting equipment, whether permanent or portable, shall be capable of illuminating staging areas and any point at the training site where an emergency is likely to occur. This applies to the trailer area and at any end-of-training assembly area.

14.1 Facility Guidelines (continued)

14.1.4	**The equestrian training site shall be accessible to rescue and other emergency vehicles.**	Equestrian training will occasionally occur in relatively remote areas. In these instances, presenters shall augment first aid kits with additional supplies appropriate to the types of injuries anticipated. It is further recommended that radio and/or cellular communications be established and maintained throughout the training evolution. The rescue/EMT response units shall be specifically identified prior to training. Emergency routes shall be identified and communicated to staff before the event. The presenter and/or instructional staff shall consider notifying the medical facility/hospital of the particular training evolution so it can adequately prepare for the types of injuries typically sustained in an equestrian unit.
14.1.5	**The training site shall be located in an area that minimizes hazards to students, staff, and public caused by the movement of horses in training.**	Equestrian training shall be physically separated from public activities occurring at or near the training site. Any onlookers shall be posted in a safe area away from the active site.
14.1.6	**The training site shall normally be located in an area that is conducive to efficient voice communications with both active and passive students. Environments which inhibit the instructor's ability to efficiently communicate with students shall be appropriately compensated for by the use of alternative means of communications.**	It is recommended that instructors utilize appropriately designed public address systems and/or radio networks to facilitate communication with students during tactical equestrian training evolutions.
14.1.7	**Weather conditions, the need to provide shaded areas or shelter, and the need for protective clothing shall all be considered in advance of training.**	The presenter shall consider the time of year and the type of training to be conducted. It may be appropriate to reserve an indoor or outdoor arena to compensate for weather conditions.

14.1 Facility Guidelines (continued)

14.1.8	**The Instructional Staff shall continuously monitor facility conditions so that safety hazards can be immediately detected and corrected.**	Inspections of the equestrian training facility shall be conducted daily and before students are permitted to commence riding exercises. It is recommended that staff conduct inspections just before beginning each tactical module and before the horses and officers enter the arena or training site. Any firearms, pyrotechnic devices, and other forms of crowd control or tactical measures shall remain under the strict control of instructional staff. Deployment during the training evolution shall be closely monitored.
14.1.9	**Fresh water for the horses shall be available at the training site.**	–
14.1.10	**Rest areas, with available restrooms and water, shall be available at the site for students.**	–

14.2 Equipment Guidelines

14.2.1	**Clothing and footwear appropriate to equestrian training shall be required.**	Boots with heels and long pants shall be required. Use of additional apparel, such as long sleeve shirts, chaps, gloves, and headgear shall be considered. Jackets with snaps, rather than zippers or buttons, shall be encouraged to avoid clothing becoming entangled on the saddle horn. The riding environment, terrain, weather, training task, or requirements of the student's agency will further dictate the appropriate wear.
14.2.2	**Use of an equestrian safety helmet, or its equivalent, shall be a mandatory element of high risk training evolutions.**	–
	A head injury can occur during any phase of training. Use of protective headgear is appropriate at any time. Protective headgear is especially critical during evolutions involving:	▪ Jumping ▪ Firearms ▪ Sensory exposure ▪ Search and rescue operations

14.2.2 *cont'd*		Use of an equestrian safety helmet is strongly encouraged in mounted patrol training, except in a classroom type setting. Head injuries can occur during any phase of training, whether on the ground or while riding. Use of an official equestrian safety helmet that meets or exceeds ASTM and SEI standards is recommended. Mandatory safety headgear for training shall be clearly identified in the course announcement and description.
14.2.3	**Each student shall be required to carry a pocketknife, folding hunting knife, equestrian knife, or its equivalent.**	A knife is an essential safety tool for cutting horse or rider free from entanglements.
14.2.4	**Each student shall be required to provide tack which is serviceable and in good repair.** **Daily roll call inspections shall be conducted of the following:**	▪ Officer (student) and equipment ▪ Horse and tack
14.2.5	**Students must provide a mount that is suitable for police service and amenable to training. This requirement shall be mandatory for any advanced or update courses.**	Horses selected for use in police service are selected on the basis of gentleness, and are intended to be free from undesirable traits such as biting, kicking, or striking. Horses used in training shall generally not object to saddling or grooming; nor shall they balk, rear, or shy under normal circumstances. Horses used in training shall also be serviceably sound and free of disease. Responsibility for student safety rests with the presenter. Horses that exhibit undesirable behavior, are diseased, or which may represent a hazard to students, shall be excluded from the training course. The foregoing requirements shall be clearly identified in the course announcement and description.
14.2.6	**The instructional staff shall conduct a full pre-training inspection.**	This is intended to ensure that students have brought the correct clothing, tack, and a suitable mount as required. Regular and continuous formal and informal inspection of gear and mount shall be part of the curriculum.

14.2 Equipment Guidelines (continued)

14.2.7	**Students shall use suitable eye and ear protection during nuisance training.**	Their use is encouraged when noisemakers, firearms, firecrackers, or other distractive devices are employed.
14.2.8	**Horse trailers and related vehicles used in training shall be clean and in serviceable condition.**	–
14.2.9	**An adequate line set-up (tie-area) in rest and staging areas shall be available during training.**	Double horse-length tie-up rule shall be in effect in all line set-up areas.
14.2.10	**Pagers and cell phones shall be in off or silent mode during training.**	These devices can be disruptive to the training evolution, particularly during new rider-and-mount tactical orientation exercises. Emergency standby requirements of individual officers shall be discussed with the instructor prior to the training session.

14.3 Instructor Qualifications

14.3.1	**Instructors in equestrian courses shall have a background in general law enforcement, law enforcement equestrian service, and general horsemanship skill.**	Instructors shall have attended a POST-certified Mounted Patrol Course or its equivalent. It is recommended that each instructor has attended a 40-hour certified instructor development training, or its equivalent. Instructor qualifications are to be jointly determined by the presenter and POST.
14.3.2	**Equestrian instructors are strongly encouraged to participate in periodic update courses and skills refresher training.**	Networking of equestrian trainers shall also be encouraged.

14.4 Instructional Staff-to-Student Ratios

14.4.1	**Each presenter of equestrian training shall establish and identify an appropriate instructional staff-to-student ratio.**	Separate instructional staff-to-student ratios shall be identified for classroom instruction as opposed to general riding events. Certain riding activities, such as nuisance training, suggest a higher level of student supervision and control.

14.5 Presentation Guidelines

14.5.1	**Specific safety procedures for dealing with unusual occurrences shall be reviewed immediately prior to the task.**	Students shall be made aware that even the best trained horse can act unpredictably. Problems such as a horse bolting, falling, bucking, rearing, or a dislodged rider suggests the need for a comprehensive pre-briefing of students.
14.5.2	**Instructors shall maintain an appropriate level of discipline over students.**	A professional atmosphere during training ensures that students are held accountable for the rules of conduct. During briefings, instructions, or commands given during the application phase, the students, when in formation, mounted or dismounted, shall maintain silence. Strict attention shall be paid to the instructor. Questions shall be on-point, and asked at a convenient time. The spirit of this rule is to ensure order within the group to ensure everyone receives all necessary information to make the unit mission successful. Mounted operations are, by design, coordinated activities between multiple horses and officers. Teamwork is essential.
14.5.3	**Instructors shall be aware of fatigue factors that affect the ability of the student to perform safely.**	Mounted training is inherently tiring. Long periods of training, environmental conditions, or other factors can unduly fatigue students and increase the potential of accident and injury. A high smog level or a heat wave, for example, suggests a reduction in instructional intensity. Likewise, the horses themselves are subject to fatigue. An unduly fatigued horse is more likely to exhibit undesirable behavior. Regular class breaks are necessary. Generally, a one-and one-half to two-hour riding rule is appropriate in a four-hour training module.

14.6 Specific Safety Rules

14.6.1	**Minimum pre-conditioning guidelines shall be considered for students participating in equestrian training.**	Students who are in poor physical condition at the time of training are more prone to injuries, particularly to injuries such as muscle strains and joint irritations. The specific physical expectations of the program shall be identified to students and their agencies in advance. For example, students shall be notified that they must have sufficient upper body strength to lift a saddle onto their horse. This information shall be included in the course announcement and description.
14.6.2	**A systematic warm-up shall be initiated prior to commencement of the application phase (riding) of training.**	–
	Injuries are less likely if riders and horses engage in an appropriate amount of warm-up and stretching before training begins. For example, a suggested four-hour block of instruction could include:	▪ Saddle-up ▪ Warm-up and stretch ▪ Discipline of instruction ▪ Cool down and dismount
14.6.3	**A systematic cool-down of horse and rider shall be initiated at the conclusion of the ride or exercise period.**	This helps to reduce muscle injury after exercise. Systematic cool-down of the horse reduces the potential of the mount to exhibit undesirable behavior that may contribute to student injury potential.

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Off-road Vehicles

15.1 Facility Guidelines

15.1.1	**Off-road vehicle training shall be conducted in a restricted access area to ensure that uninvolved vehicles and pedestrians do not present a safety hazard.** **Off-road vehicle training guidelines are applicable to several different types of vehicles, to include: 4WD SUV's, pick-up trucks, four-wheel all-terrain vehicles (ATV), and Moto-X (off-road) motorcycles.**	–
15.1.2	**Course design and site selection shall address the following considerations:**	▪ A course which is clearly mapped and marked ▪ Consideration of terrain that may promote vehicle rollovers ▪ Additional caution shall be exercised when training the student to negotiate difficult terrain, or to operate the vehicle in a pursuit scenario. ▪ A course which is clearly mapped and marked ▪ Consideration of terrain that may promote vehicle rollovers ▪ Additional caution shall be exercised when training the student to negotiate difficult terrain, or to operate the vehicle in a pursuit scenario.
15.1.3	**The training site shall ordinarily be readily accessible to fire, rescue, and other emergency vehicles.** **If the area selected for training is remote from medical facilities, a response plan shall be developed.**	On-site first aid equipment and trained staff shall be available to provide basic life support.

15.2 Equipment Guidelines

15.2.1 **It is recommended that presenters require all four-wheel drive vehicles used for off-road training to be equipped with the following:**

- Roll bars (on all "soft top" vehicles)
- Seat belts/shoulder harness or other restraint system
- Skid plates
- Parking brakes
- Appropriate tires
- Fire extinguishers
- First Aid Kit
- Pry tool or rescue bar
- Tow rope or winch
- Shovel
- Hi-lift jack designed for off-road use
- C-sidewall or light truck radial tires are recommended

15.2.2 **Instructors shall conduct a pre-training inspection to ensure that vehicles used in training conform to the presenter's minimum equipment and safety standards.**

–

15.3 Instructor Qualifications

15.3.1 **Instructors of off-road vehicle training shall have substantial off-road driving experience under various terrain and weather conditions in addition to appropriate knowledge of off-road vehicle types, support equipment, and vehicle dynamics.**

This experience is fundamental to establishing instructor credibility and maintaining a safe and controlled training environment.

15.4 Instructional Staff-to-Student Ratios

15.4.1 **Each presenter of off-road vehicle training shall establish and identify an appropriate instructional staff-to-student ratio.**

Separate instructional staff-to-student ratios shall be identified for classroom instruction as opposed to general driving events.

15.5 Presentation Guidelines

15.5.1 **Prior to the use of vehicles in training, the instructional staff shall discuss general vehicle operations, standard operating procedures, the maneuvers to be performed, and all pertinent safety considerations.**

Off-road vehicle training courses will frequently involve a variety of vehicle types and designs. Students shall be made aware of any pertinent driving precautions and particular vehicle limitations.

15.5 Presentation Guidelines (continued)

15.5.2	**Students shall be encouraged to walk the course terrain before driving.**	The intent of this guideline is for the student to remove any doubts regarding course configuration and obstacle locations and to resolve any questions before entering a questionable area with their vehicle.
15.5.3	**Students shall be instructed to test water depths prior to initiating stream or water crossings.**	–
15.5.4	**Students shall be instructed to maintain a safe working distance between vehicles.**	Instructors shall identify the suggested distances between vehicles, as appropriate for the type of course and terrain involved.
15.5.5	**Instructors shall monitor soil and weather conditions at the training site.**	Unexpected soil conditions or environmental changes can impact student safety and the integrity of the driving course. Instructors may need to alter the training pace, change locations, or suspend driving exercises when site conditions become hazardous.
15.5.6	**Instructors shall consider the use of spotters to monitor course conditions and vehicle movement.**	The ability to monitor vehicle movement throughout the training site is fundamental to student safety.
15.5.7	**Instructors shall provide specific instruction regarding the hazards and safety issues associated with vehicle winching.**	Winching of vehicles can present a risk to both students and staff. Students shall be given instruction in proper winching techniques as well as the capabilities and limitations of these devices.

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Scenario Training & Event Simulations

16.1 Facility Guidelines

16.1.1 General safety and procedures unique to each facility used for scenario training and event simulations shall be developed, reduced to writing, and communicated to students prior to each training session.

Few presenters have access to a dedicated facility for the presentation of scenario training. Since presenters must use a variety of sites on a space-available basis, the need to draft safety rules and procedures specific to each facility is advised.

Safety rules shall be communicated and enforced during scenario training. The instructor shall remind and reinforce safety rules at critical stages of the training as needed.

Students away from their local area shall be made aware of local rules and conditions. Whenever possible, safety rules shall be clearly posted.

Each training area shall supply each student with respective facilities rules. Documentation is encouraged.

16.1.2 Sites selected for scenario training and event simulations shall be located so as to reduce potential hazards to the public.

Other law enforcement agencies that operate in areas adjacent to the training site shall also be notified. The realism in some scenarios can create the impression that a real crime is occurring or that the students are actually on-duty officers conducting actual operations.

In the event there are residents or other uninvolved persons in the affected vicinity of the scenario training who could possibly see or hear the events, the posting of perimeter personnel, appropriate signage, or passing out of flyers could reduce complaints and reduce risk of mishaps.

16.1	**Facility Guidelines** (continued)	
16.1.3	**When selecting a presentation site, presenters shall consider environmental factors.**	The training facility shall be inspected for potential and existing hazards prior to the scenario event.
16.1.4	**Safe zones (no live weapons or ammunition), semi-safe zones (classroom, restroom, etc.), and unsafe zones (weapon and equipment storage), shall be designated.**	–

16.2	**Equipment Guidelines**	
16.2.1	**Instructors shall ensure that students actively participating in scenario training and tactical event simulations have serviceable safety equipment as required by the specific discipline or task to be taught.**	The equipment needed may vary. The spirit of this guideline is to ensure that the student has the proper equipment to safely perform the task at hand.
16.2.2	**A fire extinguisher and first aid kit shall be readily available during any scenario, tactical exercise, or event simulation where a fire hazard may exist.**	The use of pyrotechnic devices in tactical scenarios and event simulations suggests the need for fire suppression capability at the training site. The fire extinguisher type and size shall be appropriate to the kind of fire hazard anticipated.
16.2.3	**Appropriately designed protective equipment shall be provided and required for students, instructors, role-players, and onlookers when any force-on-force application is planned, including, but not limited to: paint guns, marking cartridges (e.g., Simunitions), or other projectile-firing weapons employed in scenario training or event simulations.**	At a minimum, head, eye, and throat protection shall be required. Heavy clothing and groin protection shall be utilized when paint guns, marking cartridges, or other projectile-firing weapons (e.g., foam rounds, wax rounds etc.) are used. The intent of this guideline is to encourage the use of equipment which will minimize the amount of exposed skin surface and therefore reduce injury potential.
16.2.4	**Appropriate protective equipment shall be provided or required when blanks are used as a training aid in scenario training or event simulations.**	At a minimum, eye protection and hearing protection shall be utilized. Protective eyewear and other necessary gear shall be on hand for any observers who may come into the affected area.
16.2.5	**Distance restrictions shall be established when blanks, marking cartridges, or projectile-firing weapons are used as a training aid in scenario training or event simulations.**	Virtually any firearm loaded with blank marking cartridges, or other projectiles, can become lethal if discharged within contact distance of a person. An adequate, safe distance to target is therefore essential.

16.2 Equipment Guidelines (continued)

16.2.6 All weapons used in scenario training shall be:

- Rendered incapable of firing a live round
- Readily identifiable as a training weapon
- Easily identifiable by either permanent means (e.g., red grips) or temporary means (e.g., red tape) to indicate that they are incapable of discharging a live round.
- Specifically designed or converted into a training weapon
- Modified with barrel plugs, barrel conversions, cylinder pins, or special adapters that prevent the insertion and discharge of a live round.

The intent of this guideline is to reduce the potential for an accidental discharge when it is necessary to point a firearm at another person during a training scenario or event simulation:

Live-fire building entries and similar specialized exercises performed by organized tactical teams participating in tactical operations courses are viewed as an exception to this guideline.

However, under no circumstance shall live-fire be directed at or near participating students or other individuals.

16.3 Instructor Qualifications

16.3.1 Scenario and event simulation instructors shall be selected based upon their expertise, experience, certification, knowledge, and instructional ability.

The determination of an instructor's eligibility to teach will be made jointly by the presenter and POST. The active, lead, or section instructor shall have POST-certified training, or the equivalent, in the specific tactical discipline being addressed.

16.3.2 Scenario and event simulation instructors shall be encouraged to participate in periodic instructor update courses and to network with other instructors.

Instructors shall be encouraged to participate in updates that are appropriate to the discipline being taught.

16.4 Instructional Staff-to-Student Ratios

16.4.1 Presenters of courses incorporating scenario training or event simulations shall establish an appropriate instructional staff-to-student ratio.

Separate instructional staff-to-student ratios may be appropriate for introductory training as opposed to refresher courses or instructor-level training.

16.4.2 Presenters shall consider reducing the instructional staff-to-student ratio when high-risk techniques are involved.

Certain training activities, suggest the need for intensive student supervision. The instructional staff-to-student ratio shall reflect this.

16.5 Presentation Guidelines

16.5.1	**Instructors shall maintain an appropriate level of discipline over students at all times.**	Instructors shall consistently enforce a professional atmosphere during training and ensure that students abide by all published rules of conduct. Instructors must be aware of the tendency of some students to be overly aggressive while engaged in training activities where injury potential is great.
16.5.2	**Instructors shall conduct a pre-briefing of students before the application phase of scenarios or event simulations.**	Adequate orientation of students is fundamental to student safety. Students involved in tactical exercises shall be aware of applicable safety rules. Professional behavior and self-control by students is fundamental to overall student safety. All students shall be reminded of the importance of not altering or improvising scenarios, especially where some type of testing or evaluation process is involved.
16.5.3	**Training sites shall be inspected prior to initiating scenarios or event simulations.**	–
16.5.4	**The instructional staff shall conduct a pre-training inspection to ensure that the clothing and personal equipment used in the scenarios or event simulations is serviceable.**	A pre-training inspection is intended to ensure that students have brought the correct clothing and personal equipment. It affords the opportunity for the instructor to check for inadequate, unauthorized, unserviceable, or defective equipment.
16.5.5	**An inspection of any props used in scenario training and event simulations shall be conducted prior to the application phase.**	An inspection of props will ensure that equipment is in a safe and serviceable condition. The inspection will also ensure that all safety mechanisms, guards, sheaths, etc., are in place.
16.5.6	**A safety check of all weapons and ammunition used in scenario training or event simulations shall be conducted not only prior to training, but also following any break in training, or when students have been allowed to leave the training site.**	A weapons safety check conducted after lunch breaks, following transportation to remote areas, or after other breaks in training will ensure that weapons have not been inadvertently loaded. Periodic safety checks throughout the training day are also advised. This weapons safety check shall also include inspection of paint guns, marking cartridge, soft projectile-firing weapons, blank loaded less lethal munitions, or other weaponry capable of causing an injury to students.

16.5 Presentation Guidelines (continued)

16.5.7	**Instructors shall be aware of physical fatigue factors that affect the ability of the student to perform safely.**	Instructors shall be aware that long periods of training, environmental conditions, or other factors could fatigue students and increase injury potential. A heat wave or high humidity, for example, would suggest a reduction in instructional intensity.
16.5.8	**Strenuous exercise shall be avoided during periods of poor air quality in conformance with the Air Quality Index (AQI).**	Local Air Quality Management Board phone numbers can be located in the telephone book.
16.5.9	**The presenter's general safety rules shall be reviewed prior to the application phase of training.**	–
16.5.10	**Safety rules and precautions that are applicable to the type of scenario or event simulation to be performed shall be reviewed prior to the application phase of training.**	A classroom orientation, scenario walk-through, or other type of briefing is essential prior to complex practical applications such as a high-risk car stops. This guideline ensures that students are aware of the safety requirements and considerations before the practical exercises begin.

16.6 Specific Safety Rules

16.6.1	**Minimum physical conditioning guidelines shall be considered for students in scenario training or event simulations that require physical exertion.**	Some students may be in poor physical condition at the time of training and prone to injuries such as muscle strains and joint irritations. Specific guidelines on in-service fitness levels depend upon individual agency practices. This limitation may make the mitigation of some injuries beyond the control of the instructor, coordinator, or presenter.
16.6.2	**Students shall be provided with a list of any specific physical performance requirements, physical fitness expectations, or testing standards prior to participating in scenario or event simulations.**	This advance notification will enhance student safety.
16.6.3	**During scenarios and event simulations, all students shall share the responsibility to stop action when a safety breach is observed or other problems occur.**	The intent of this guideline is to ensure that students are made aware of the need for an immediate stop of action when a safety problem is perceived which compromises students or public safety.

16.6 Specific Safety Rules (continued)

16.6.4 When staging a large scale training event, such as Weapons of Mass Destruction (WMD) scenarios, and that frequently involve multi-agency, multi-jurisdictional responses, the instructors, presenters, and coordinators shall establish and maintain an appropriately organized system of command and control and ensure that adequate communication means and methods are in place.

Example: Tactical briefings are imperative to ensuring safe scenario execution, speed limits on vehicles are maintained, and that appropriate instructional and safety personnel are on station.

Example: NBC (nuclear/biological/chemical) and explosive suits are cumbersome and enhance the likelihood of overheating and/or dehydration. Adequate water breaks shall be scheduled.

NBC/explosives suits will substantially reduce student ability to see or hear instructors. Presenters shall take special precautions to ensure students understand commands and instructions.

Example: Pre-event briefings on hand signals and/or other means of communication shall be conducted.

16.7 Force Options Simulator

16.7.1 Force options simulator training usually involves the use of laser-equipped less lethal munitions simulators. However, the training can be conducted with live less lethal munitions. During the use of live less lethal munitions the proper safety procedures shall be in full force and effect, as stipulated in Section III of these guidelines.

Another force options simulator module can involve the use of a shoot-back cannon, a device that projects a plastic submunition towards the active trainee. All personnel in the training area shall wear eye protection. It is recommended that netting be placed to capture the submunition within the active training area.

16.7.2 During tactical scenario training, the possession of live weapons by trainees, including personal less lethal munitions of any kind, chemical agents, impact weapons, electronic weapons, and edged weapons, shall be closely inspected, monitored and controlled by staff.

The use of personal weapons may or may not be included in the particular course criteria. However, it is imperative that staff control ingress and utilization of live weapons at the training site. It is recommended, whenever appropriate, that training weapons be issued to the trainee at the site. For example, inert chemical agents, training batons, and specially configured less lethal munitions.

17

Forensic Science & Crime Scene Investigation Training

17.1 Facility Guidelines

17.1.1 General safety rules and procedures unique to each forensic science training facility and applicable to the particular discipline to be taught shall be developed, reduced to writing, and communicated to students.

Forensic Science training is a broad term which applies to instruction in many subject areas including: bloodstain pattern analysis, DNA analysis, physiological fluid examination, clandestine laboratory processing, firearms examination, toxicology, photography, latent print development, and field crime scene processing.

Facilities where forensic sciences training can be safely conducted will vary depending upon the subject matter presented and the particular tasks to be performed. Generally, hazards are chemical, physical, biological, or radiological.

Examples:

CHEMICAL: Acids, caustics, toxics, carcinogens, reactives, flammables, etc.

PHYSICAL: Firearms, sharp instruments, broken glass, electrical shocks, laser beams, compressed gas tanks, etc.

BIOLOGICAL: Blood, semen, and other physiological substances (whether wet or dry).

RADIOLOGICAL: X-ray equipment, radioisotopes, etc.

The limitations of some facilities will dictate the type of training that can be presented. Training which involves a potential respiratory hazard, for example, would suggest the need for a facility equipped with vented hoods, breathing apparatus, or an outdoor work area.

17.1 Facility Guidelines (continued)

17.1.2	**The facility shall be large enough to provide students and staff with the space needed to perform the task and easily exit in the event of an emergency.**	The need for rapid egress in the event of a flash fire or other emergency is essential. Whenever possible, the facility shall have multiple exit points.
17.1.3	**Training sites shall be selected to minimize risk from potential hazards to students and others.**	Facilities shall be equipped to protect students from potential hazards. Depending upon the activity, this equipment may include ventilation hoods, radiation shields, emergency showers, backdrops, or other specialized design characteristics. When public areas are used, the ability to decontaminate the area is essential. This may limit the type of activity that can be conducted in a public area.
17.1.4	**Washroom facilities or an adequate supply of portable water shall be available at the training site or immediate vicinity.**	Use of some chemicals, powders, or other substances suggests the need for a washroom facility close to the training site. When crime scene simulations occur away from traditional training facilities, a portable water source is recommended.
17.1.5	**Safe areas shall be designated to accommodate persons not actively engaged in training. Restrooms and water shall be provided.**	–

17.2 Equipment Guidelines

17.2.1	**Forensic science instructors shall ensure that students have access to serviceable protective equipment appropriate to the particular discipline to be taught or performed.**	Presenters and instructors are encouraged to anticipate hazards and provide or require sufficient personal safety equipment to protect each student. Protective eyewear, for example, shall be required where students will handle hazardous chemicals or biological substances.
17.2.2	**Presenters shall ensure that adequate emergency equipment is immediately accessible at the training facility.**	Safety equipment shall be available to handle site and personal decontamination, fire suppression, or other possible emergencies. Eyewashes and showers (either permanent or portable) shall be available when students handle hazardous chemicals or biological substances.

17.2 Equipment Guidelines (continued)

17.2.3	**All equipment, including student-provided equipment, shall be inspected and approved for use by the instructional staff prior to use by students.**	The goal is to discover and eliminate any unsafe equipment, chemicals, or other items that are inappropriate for use in the course.
17.2.4	**Presenters shall have safety reference materials on hand for use by students and staff.**	Presenters shall have reference documents available at the training site that relate to the specific chemicals, procedures, equipment, or substances used in the course. Documents may include Material Safety Data Sheets (MSDS), National Institute of Occupational Safety and Health (NIOSH) manuals, and other relevant references.

17.3 Instructor Qualifications

17.3.1	**Forensic science instructors shall be appropriately qualified based upon their education, experience, knowledge, and instructional ability.**	The determination of an instructor's eligibility to teach will be made jointly by the presenter and POST. The active, lead or section instructor shall have POST-certified training, or the equivalent, in the specific discipline being addressed.
17.3.2	**Forensic science instructors shall be encouraged to participate in periodic professional development activities.**	Instructors shall be kept current on emerging safety issues and instructional practices applicable to their discipline.

17.4 Instructional Staff-to-Student Ratios

17.4.1	**Each presenter of forensic science courses shall establish an appropriate instructional staff-to-student ratio.**	Separate instructional staff-to-student ratios may be appropriate for introductory as opposed to refresher courses.
17.4.2	**Presenters shall consider reducing the instructional staff-to-student ratio when high-risk techniques are involved.**	Some training tasks, such as recovery and examination of loaded firearms, chemical developing processes (for latent prints or blood), and use of some reactive chemicals, suggest the need for intensive student supervision. The staff-to-student ratio shall reflect this.

17.5	**Presentation Guidelines**	
17.5.1	**The instructional staff shall conduct a pre-training inspection of the training sites and equipment to ensure that the equipment and training sites are free from apparent safety hazards.**	–
17.5.2	**General and specific safety rules shall be reviewed with the students prior to the application phase of training.**	–
17.5.3	**Instructors shall maintain an appropriate level of discipline over students at all times.**	Instructors shall consistently maintain a professional atmosphere and aggressively enforce any applicable safety rules.
17.5.4	**Instruction shall be provided on any hazards associated with the specialized equipment or instrumentation prior to use by students.**	–
17.5.5	**Instructors shall be aware of physical fatigue factors that affect the ability of the student to perform safely.**	Tasks performed while wearing an environmental suit or self-contained breathing apparatus are inherently tiring. Instructors shall be aware of the potential for heat exhaustion or other factors that suggest the need to reduce instructional pace.
17.6	**Specific Safety Rules**	
17.6.1	**Students participating in forensic science training courses shall be provided with a list of any applicable physical requirements, physical fitness expectations, or testing standards prior to participating in training.**	The clandestine laboratory investigation course, for example, requires that students use Self-Contained Breathing Apparatus (SCBA). When devices of this type are used, both federal and state regulations apply. The intent of this guideline is to promote advance notification of students and their agencies of special standards or requirements that may impact safety.
17.6.2	**Presenters shall be aware of pertinent safety codes and regulations impacting the delivery of forensic science training.**	There are a number of local, state, and federal regulations that impact the presentation of forensic science training programs and relate to student safety. Examples are Occupational Safety and Health Administration (OSHA) regulations, California Administrative Code requirements, and applicable American National Standards Institute (ANSI) standards.

17.6	**Specific Safety Rules** (continued)	
17.6.3	**Presenters shall be aware of local, state, and federal regulations concerning the disposal of hazardous waste materials used or generated in training.**	–
17.6.4	**Presenters shall develop written procedures for the safe handling and disposal of potentially hazardous biological materials used or generated in the training.**	–

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18

Arson & Explosives Training

18.1 Facility Guidelines

18.1.1 General safety rules and procedures unique to each arson and explosives training facility shall be developed, reduced to writing, and communicated to students prior to each training session.

Facilities where arson and explosives training can be regularly presented are in short supply. Most presenters must train at whatever location they can obtain on a space available basis, or at locations that best suit the nature of the intended training event. This suggests the need to draft safety procedures specific to each facility used, if substantive differences exist.

Students using unfamiliar facilities shall be made aware of local rules and procedures. Whenever possible, safety rules shall be clearly posted.

18.1.2 A comprehensive site survey shall be conducted of any location where explosives will be used or where training fires will take place.

The site survey shall minimally address the factors listed:

- Distance from occupied dwellings or other structures
- Presence of combustibles in the area
- Proximity to vehicular or pedestrian traffic
- Placement of public utilities
- Ease of ingress and egress
- Availability of staging areas
- Accessibility to fire, rescue, medical, and other emergency vehicles
- Presence of items that could become projectile or shrapnel during explosives training
- Potential for unintended secondary ignition or detonation

18.1	Facility Guidelines (continued)	
18.1.3	**Arson and explosives training sites shall be located to minimize potential hazards to the public and minimize potential interference from uninvolved personnel.**	Sites may vary from presentation to presentation. The intent of this guideline is to encourage presenters to be aware of smoke, gases, and noise generated during presentations and demonstrations that may not be welcomed by uninvolved personnel. During explosives presentations, there is a great need for perimeter security.
18.1.4	**The instructional staff shall continuously monitor site conditions to ensure perceived safety hazards can be eliminated or mitigated.**	The need for continuous assessment of site conditions is fundamental to safety in arson and explosives training. High wind conditions, for example, may dictate the need to cancel a planned training fire. A low cloud level or ceiling may create the need to decrease the amount of explosives used in a demonstration.
18.1.5	**Safe areas shall be designated to accommodate persons who are not directly engaged in the application phase of training.**	Students who are observers shall be segregated from those who are directly involved in a particular event.
18.1.6	**A telephone or secondary form of communications shall be available at the training site in the event of an emergency requiring outside assistance.**	Radio transmitters and cellular telephones cannot be used safely in the immediate proximity of electrical explosive detonators. An alternate form of emergency communications is essential, such as telephone, visual signal, or landline computer.
18.2	Equipment Guidelines	
18.2.1	**Instructors shall ensure that students actively participating in arson and explosives training have access to serviceable and appropriate safety equipment as required by the task to be performed.**	The tasks vary widely. Handling of a molotov cocktail or a hypergolic device, for example, requires the use of fire retardant clothing, i.e., shirt, pants, gloves, and helmet with face shield. Noises caused by the ignition of some explosives strongly suggest the need for hearing protection.
18.2.2	**Fire suppression equipment shall be readily accessible during the application phase of arson and explosives training.**	Presenters are encouraged to have adequate fire suppression equipment on hand to deal with the type and magnitude of the hazard anticipated. The use of pyrotechnic devices, flammable substances, and explosive materials is fundamental to arson and explosives training. The type, size, and capability of the fire suppression equipment will depend on the fire hazard anticipated. Training involving the controlled burning of an entire structure suggests the need for on-site fire suppression personnel and apparatus. Demonstration of a small hypergolic (i.e., ignition upon mixing of the elements) device in a restricted outdoor area, however, may suggest the presence of a hand-held fire extinguisher.

18.3 Instructor Qualifications

18.3.1 Arson and explosive instructors shall be appropriately qualified based upon their education, experience, and instructional ability.

The determination of an instructor's eligibility to teach will be made jointly by the presenter and POST.

Instructors of explosives courses shall have successfully completed training certified by the Federal Bureau of Investigation Bomb Data Center, Hazardous Device school, and/or the Bureau of Alcohol, Tobacco and Firearms Explosive School, or its equivalent.

Instructors of arson courses involving fire cause determination shall meet the minimum standards established by the State Board of Fire Services administered by the California Department of Forestry and Fire Protection, Office of the State Fire Marshal, or its equivalent.

The active, lead, or section instructor shall have POST-certified training, or the equivalent, in the specific tactical discipline being addressed.

18.3.2 Arson and explosives instructors shall be encouraged to participate in periodic professional development activities.

The intent of this guideline is to encourage continuing professional education of instructors. This shall include formal training experiences in addition to networking with other instructors.

Contemporary knowledge of hazardous substances, familiarity with recently developed explosives and explosive devices, and an understanding of updated material handling procedures is recommended.

18.4 Instructional Staff-to-Student Ratios

18.4.1 Each presenter of arson and explosives training shall establish and identify an appropriate instructional staff-to-student ratio.

The spirit of establishing an instructional staff-to-student ratio is to ensure adequate supervision over students.

18.4.2 Presenters shall consider lowering the instructional staff-to-student ratios when high-risk activities are involved.

Certain tasks, such as observing fire behavior from close proximity, suggest intensive student supervision. When dealing with actual detonation of the explosives, closer supervision is generally required, and may change depending upon the type, size, or composition of the device.

18.5 Presentation Guidelines

18.5.1	**Presenters of arson and explosives training courses shall identify a designated safety officer during the application phase of training.**	Presenters are encouraged to identify a specific person whose exclusive responsibility is monitoring safety conditions at the training site. The safety officer does not have to have instructional responsibility but must have the ultimate authority to control operating conditions. Responsibilities of the safety officer may include: terminating a simulation, removing persons from the training environment, eliminating a safety hazard, or mitigating a perceived safety hazard.
18.5.2	**The instructional staff shall conduct a pre-training inspection of the training site, training aids, props, and specialized equipment. Any material, debris, or objects that could become projectiles when in the vicinity of a detonation shall be evaluated and removed as needed.**	Instructors shall attend to the potential for causing alarm or concern when detonating devices in an area that is adjacent or near the general public or other nearby training venues.
18.5.3	**The instructional staff shall inspect any student-provided safety equipment prior to its use in training.**	Instructors shall ensure that safety equipment provided by students is safe, serviceable, and conforms to the standards established by the presenter.
18.5.4	**Instructors shall maintain an appropriate level of discipline over students at all times.**	Instructors shall consistently encourage a professional atmosphere during training and aggressively enforce the presenter's safety rules. Presenters and instructors shall remain aware that they retain the primary responsibility for the safe conduct of training.
18.5.5	**The presenter's general safety rules and rules applicable to the particular training task or event shall be reviewed with students prior to the application phase of training. The frequency and recency of task-specific safety instruction is predominate in the avoidance of injuries.**	–
18.5.6	**Classroom familiarization with pyrotechnic devices, explosives, explosive devices, flammable substances, and incendiaries shall be done with inert devices, slides, and other appropriate visual aids.**	The presence of hazardous materials in the classroom generally creates an unnecessary risk to students and staff. Inert training devices shall be clearly marked and rendered incapable of detonation. Explosive training devices (i.e., simulators) shall be clearly marked as such, and the instructors shall communicate the hazards associated with such devices.

18.6 Specific Safety Rules

18.6.1	**Presenters shall develop specific procedures for the safe handling, transportation, storage, and disposal of flammables, combustibles, incendiaries, and explosive materials used in training.**	Although essential to the presentation of arson and explosives training, these materials, if carelessly handled or improperly stored, substantially increase the risk of explosion or fire.
18.6.2	**Students shall be required to wear appropriate protective clothing and safety equipment during the practical application phase of training.**	The type of protective clothing and safety equipment used will vary according to the type of activity involved. Entry into a burned-out building or post-blast site, for example, may necessitate the use of a hard hat, gloves, filter masks, eye protection, proper footwear, etc.
18.6.3	**Students shall be instructed to notify the instructional staff of any condition or circumstance that they believe to be a safety hazard.**	–
18.6.4	**When explosives are initiated, students shall be instructed to remain in designated observation areas until the safety officer clears the site.**	Hazard potential from explosives decreases as the distance from the initiation point increases. An adequate space cushion is therefore essential. When fragmentation is anticipated, students shall be located behind a sufficient barrier equipped with overhead protection as needed.

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19

Waterborne Operations

19.1 Facility Guidelines

19.1.1	**Training areas shall provide adequate docking facilities and designated classrooms. Access to boat ramps, fueling facilities, and engine/hull repair facilities shall be considered to minimize delays in training.**	–
19.1.2	**An appropriate number of safety vessels must be deployed in the training area to ensure they are free of floating debris, other vessels, and swimmers prior to training and to maintain a "sterile" training environment.**	–

19.2 Equipment Guidelines

19.2.1	**Presenters shall inspect all vessels prior to training to ensure the appropriate safety equipment is present and the vessel is generally seaworthy.**	The presenter may require additional safety items such as strobes and dye markers. First aid kits and other appropriate medical equipment shall be immediately accessible or present during training operations.
19.2.2	**All personnel participating in waterborne training must be equipped with a US Coast Guard approved personal floatation device.**	–

19.2	**Equipment Guidelines** (continued)	
19.2.3	**Presenters shall inspect all portable fuel tanks, fuel lines, and fueling facilities to prevent accidental fires.** **The presenter's safety policy shall address a plan to restrict all open ignition sources near flammable equipment, to include signage, and monitoring by staff to ensure compliance and safety.**	–
19.2.4	**All vessels shall be equipped with a life saving device that can be deployed rapidly to assist in 'man overboard' situations such as a life-ring, other flotation devices, rescue lines, poles, etc.**	–
19.3	**Instructor Qualifications**	
19.3.1	**Presenters shall have successfully completed a POST-certified boating or water safety course or its equivalent as appropriate.**	Equivalency to be evaluated prior to certification by POST.
19.3.2	**Instructors are encouraged to participate in periodic instructor update courses.**	–
19.3.3	**Presenters shall have received previous training in the type of vessels to be used in training (i.e., personal water craft, interceptor, utility boat, etc.).**	–
19.4	**Instructional Staff-to-Student Ratios**	
19.4.1	**Presenters shall establish an appropriate instructor staff-to-student ratio, including safety observers.**	–
19.4.2	**During scenarios involving increased risk, the presenter shall consider lowering the instructional staff-to-student ratio.**	*Examples:* tactical boarding operations, rogue vessel intercept, and night vision goggle operations. Trained staff shall more closely supervise scenarios that present a higher element of physical risk.

19.5	Presentation Guidelines	
19.5.1	**General boating safety shall be reemphasized to students immediately prior to commencing water operations.**	–
19.5.2	**Specific procedures, such as boarding techniques and high-speed intercepts, shall be reviewed immediately prior to performing the task.**	–
19.5.3	**Presenters will familiarize students with vessel safety equipment and its location.**	–

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20

Electronic Weapons

20.1 Definition

20.1.1	**Electronic weapons include, but are not limited to, devices that apply an electrical charge to the body of a target (person) causing neuromuscular disruption that renders the target temporarily stunned, disoriented, and/or immobilized.**	–

20.2 Facility Guidelines

20.2.1	**General safety rules and procedures unique to the electronic weapons training area shall be developed, reduced to writing, and communicated to the students prior to each training session.**	Classroom instruction regarding the electronic weapon is a relatively low-risk undertaking and involves little physical risk. However, when the devices are deployed and activated, the risk of accidental contact and injury increases substantially. The instructor shall take the time to ensure that students do not accidentally, inadvertently, or intentionally activate the weapons prior to supervised instruction.
20.2.2	**The training site shall be located in an area that minimizes any risk to students, the public, and any onlookers.**	*Example:* The TASER® device explosively deploys a set of barbed projectiles that are designed to attach to the skin of a suspect. Inadvertent deployment could result in injury.
20.2.3	**The presenter shall develop an appropriate safety plan, reduce it to writing, and present it to students prior to engaging in the training.**	Due to the neuromuscular disruption caused by electronic weapons it is recommended that personnel skilled in first aid/CPR be on site at all times, and that an appropriate medical response procedure is in place in the event of an unusual adverse reaction of a student or other person in response to exposure to the device.

20.3 Instructor Qualifications

20.3.1 Instructors of electronic weapons training courses shall have attended a POST-certified Electronic Weapons Instructor's Course or its equivalent.

Equivalency to be determined by presenter and POST staff prior to certification.

- The active, lead or section instructor shall have POST-certified training, or the equivalent, in the specific discipline being addressed.

20.4 Instructional Staff-to-Student Ratios

20.4.1 Each instructor of electronic weapons training shall identify and establish an appropriate staff-to-student ratio applicable for the various phases of training, and is also based upon the students' familiarity with the devices, as well as the risk of the particular weapon and skill-set being taught.

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20.5 Presentation Guidelines

20.5.1 Classroom instruction shall utilize inert training devices, slides, and other aids when possible. Introduction of a live device shall only be completed when reasonable and after taking the potential consequences fully into account.

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20.6 Specific Safety Rules

20.6.1 Projectile devices and other launching cartridges shall always be directed into a safe area or at the intended target.

Students shall be instructed to handle all electronic weapons with the same precautions as they would a firearm. Students shall be reminded that electronic weapons have the potential to cause injury.

21

Crowd Control

21.1 Crowd Control Training

21.1.1 Training for crowd control operations encompasses a broad array of tactical disciplines. Law enforcement response to a large-scale civil disturbance may involve the coordinated actions of patrol, SWAT, traffic units, mounted units, airborne, explosive ordnance disposal, and others.

Accordingly, training in crowd control can involve the facilitated activities of these various units working in multi-jurisdictional, cross-divisional, or cross-jurisdictional capacities.

The risk presented to the student when coordinating action of multiple agencies is inherently higher.

It is the spirit of these guidelines to safely expedite the operational coordination of these units in training, and therefore maximize operational efficiency in the event of actual deployment.

21.2 Facility Guidelines

21.2.1 Course design and site selection shall address the following considerations:

- Minimum obstructions (that are not components of a planned scenario)
- Minimum interference with any adjacent training venues
- Minimum surface abrasions (curbs, potholes, etc.)
- Accessible to fire, rescue, and other emergency vehicles
- Staging and stand down areas with water, rest rooms, and first aid station
- Sufficient separation from the public so as to minimize or eliminate environmental hazards such as noise, smoke, or chemical agent drift

21.3 Equipment Guidelines

21.3.1	**Personal equipment appropriate for application for each element of the training shall be issued or required for the training (i.e., helmets, gas masks, etc.).**	–
21.3.2	**Instructional staff shall conduct inspections of all gear and personal equipment prior to engaging in the training evolution.**	Items such as loaded firearms, pyrotechnics that are not part of the module, and other devices shall be secured in a safe area prior to the evolution.
21.3.3	**Instructors shall ensure that students are familiar with the procedures for safe operation of any personal equipment prior to the application phase.**	*Example*: How to correctly don and clear a gas mask.

21.4 Instructor Qualifications

21.4.1	**Instructors for each module of the training scenario shall possess the appropriate professional credentials and/or expertise.** **It is recommended that each instructor have successfully completed a POST-certified instructor course in the relative area of instruction or its equivalent.** **It is further recommended the lead instructor of record for the course have completed a certified course in crowd control or the equivalent.**	The active, lead, or section instructor shall have POST-certified training, or the equivalent, in the specific tactical discipline being addressed.

21.5 Instructional Staff-to-Student Ratios

21.5.1	**The presenter shall develop an appropriate instructional staff-to-student ratio for each module of the course and for each element of every module.**	*Example:* A twenty-to-one ratio for a classroom presentation about chemical agents may be appropriate, whereas the actual tactical deployment of an incendiary device for the dispersal of a chemical agent would usually call for a lower ratio. Presenters shall consider lowering the ratio for higher risk exercises. Risk often increases commensurate to the application of reality-based training scenarios. A higher risk calls for closer instructional supervision.

21.6 Presentation Guidelines

21.6.1	**The safety rules for each module of the training shall be reduced to writing and presented to the students prior to tactical application.**	The rules in particularly high-risk evolutions shall be reemphasized immediately prior to the training.
21.6.2	**Instructors shall stay cognizant of any physical or mental fatigue factors which could affect the ability of the student to perform safely.**	–

Intentionally blank

22

Bicycle Training

22.1 Facility Guidelines

22.1.1	**General safety rules and procedures unique to each bicycle training area shall be developed, reduced to writing, and communicated to students prior to the presentation.**	Few presenters have exclusive access to a bicycle training facility. Since presenters must use whichever facility they can obtain on a space-available basis, the need to draft safety rules and procedures specific to each facility is advised. Whenever possible, safety rules shall be clearly posted.
22.1.2	**Bicycle training shall be in a controlled access area to ensure that uninvolved vehicles and pedestrians present minimal safety hazards.**	–
22.1.3	**Course design and site selection shall address the following considerations:**	▪ Minimum obstructions ▪ Minimum interference with other training exercises ▪ Minimum surface hazards ▪ Accessibility by fire, rescue, and other emergency vehicles ▪ Accessibility to drinking water and restroom facilities
	NOTE: If training is moved to more remote areas, instructors shall have communication equipment and additional safety equipment available.	–
22.1.4	**Instructional staff shall monitor facility conditions so that safety hazards can be detected and corrected.**	Inspections of the bicycle training area shall be conducted daily before students are permitted to commence riding exercises.

22.2 Equipment Guidelines

22.2.1	**Bicycles used for training shall be adequately equipped and approved by the presenter.**	Items to be considered by instructors may include proper frame size for specific rider, condition of brakes and related components, condition of tires, wheels, chain, and cables.
22.2.2	**Presenters shall require students to use approved safety equipment such as helmets, gloves, and shatter-resistant eye protection at all times while operating a bicycle.**	Presenters shall inspect all safety equipment prior to use. All bicycle helmets shall meet the Snell or ANSI Safety Standard.
22.2.3	**A first aid kit shall be immediately available at each training site.**	–
22.2.4	**The presenter shall establish frequent inspection of brakes, wheels, tires, suspension components, and related bicycle equipment.**	▪ Bicycle components can wear unpredictably or become stressed to a degree that failure is probable. ▪ Routine inspection and regular parts replacement is fundamental to any bicycle training program. ▪ Tire pressure shall be checked regularly.

22.3 Instructor Qualifications

22.3.1	**Each instructor shall be required to complete a POST-certified Bicycle Patrol Instructor Course, or its equivalent.** **The presenter and POST shall jointly determine training equivalency.**	The active, lead, or section instructor shall have POST-certified training, or the equivalent, in the specific discipline being addressed.

22.4 Presentation Guidelines

22.4.1	**Each presenter of bicycle training shall establish an appropriate instructional staff-to-student ratio.** **The instructional staff-to-student ratio for "initial" or introductory bicycle training may vary from the ratio established for refresher or instructor-level courses. The intent in establishing an instructional staff-to-student ratio is to ensure adequate supervision over students in training.**	Presenters shall consider lowering the instructional staff-to-student ratio for higher risk exercises. Certain types of riding exercises, including stairs, curbs, and slow speed drills, or off-road operations, may suggest altering the staff to student ratio. The number of instructors will depend on the specific type of exercise and the potential injury risk to the student. In some cases, the ratio could be two-to-one.

22.4 Presentation Guidelines (continued)

22.4.2	**The presenter's safety rules shall be reemphasized to students immediately prior to actual bicycle operation:**	▪ – Instructors shall be aware of environmental factors such as weather or air quality and adjust the instruction as necessary. ▪ The primary instructor or designee shall review specific safety rules with students. ▪ Specific safety rules shall be incorporated into lesson plans. Copies of safety rules shall be distributed to students as part of the course handouts. ▪ Instructors shall adhere to the expanded course outline as submitted to POST. Instructors shall also adhere to their lesson plan as approved by the certified presenter, center director, etc. ▪ Instructors shall advise students of their responsibility to report and/or stop unsafe actions during training. ▪ Instructors shall display an attitude of safety and a professional demeanor.
22.4.3	**Instructors shall be aware of any physical fatigue factors which may affect the ability of the student to perform safely.**	Instructors shall be aware that long periods of training could unduly fatigue students and increase accident potential. Extreme heat, smog, visibility, and other environmental conditions that affect student safety shall also be considered.
22.4.4	**The training staff shall provide advance notice to prospective students and their agencies regarding anticipated physical demands and/or physical performance expectations.**	–
22.4.5	**Instructors shall be provided with a copy of the specific safety guidelines pertaining to their course of instruction prior to the commencement of their class.**	–
22.4.6	**The training staff shall ensure that emergency communications (phone, radio, or other means) are accessible at all training sites.**	–

22.4 Presentation Guidelines (continued)

22.4.7	**At least one member of the instructional staff, or other person, either directly involved in the training event or immediately available at the training site, shall be trained in first aid and CPR.**	–
22.4.8	**Student emergency notification information shall be maintained for the duration of the course.**	–
22.4.9	**When planning a training event the training staff shall identify which medical facilities and emergency services are available or subject to call in the event of an emergency or student injury.**	–

22.5 Response to Injuries

22.5.1 **In the event of an injury, the following actions shall be taken as necessary:**

- Render first aid
- Obtain appropriate medical assistance. In all cases where a student loses consciousness, an evaluation shall be sought from a competent medical authority before the student is allowed to return to training.
- Notify administration (center director, academy director, training commander, etc.)
- Initiate other appropriate notifications or actions as required (e.g., student emergency notification information, agency notification requirements, school/college required procedures, etc.)
- Investigate and complete an accident report using the appropriate reporting form(s) or protocols specific to the presenter's jurisdiction or agency
- Students who sustain an injury that requires treatment by a physician shall obtain a medical release before they will be allowed to resume training (specify any form you have for this purpose).

23

Respiratory & Personal Protective Equipment

23.1 Protective Equipment for Hazardous Materials

23.1.1 This section is intended to apply to training for response to nuclear, biological, or chemical incident scenarios that require the use of specialized procedures, equipment, protective clothing, and air-purifying or self-contained breathing apparatus in conformance with applicable regulations.

For reference, the *Model Respiratory Protection Program for Law Enforcement* offers guidelines for general duty officers whose assignments do not typically include contact with hazardous materials or response to the release of hazardous materials, but who otherwise need training for:

- Escape from hazardous atmospheres.
- Maintaining an event perimeter in hazardous materials “cold” or “green” zones.
- Force protection duties.
- Use in perimeters and entry into areas involving CS or CN tear gas or smoke deployment.
- Use of respirators for protection from serious airborne respiratory disease (e.g., Tuberculosis).

23.2 Facility Guidelines

23.2.1 Prior to any Respiratory and Personal Protective Equipment (PPE) training, a qualified member of the instructional staff shall conduct a comprehensive site survey to determine any objective hazards.

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23.2 Facility Guidelines (continued)

23.2.2	**General safety rules as well as procedures unique to each training facility shall be developed, reduced to writing, and communicated to students prior to each training session.**	Risk of student injury increases when training occurs in inappropriate locations. There are recognized exceptions; scenario training and practical field exercises cannot always be confined to indoor facilities, and the associated risk factors may be subject to change. Factors such as weather, terrain, experience of the students, and equipment issues may have an impact on risk issues.
23.2.3	**The dimensions of the facility shall be adequate for the planned exercise in relation to the number of students to be trained.**	Adequate physical space between students is fundamental to minimizing the chance of injury. This does not preclude agencies from developing training of a high degree of complexity in replication of reality-based scenarios. The intent is to facilitate student safety awareness.
23.2.4	**Environmental factors shall be considered when selecting a safe training location.**	Respiratory and personal protective equipment training typically involves physical exertion while wearing protective gear. Students shall be monitored for signs of physical distress. Adequate cooling capability and hydration stations are necessary to prevent heat related illness.
23.2.5	**Sites selected for PPE scenario training and event simulations shall be located so as to reduce potential hazards to the public.**	Other law enforcement agencies that operate in areas adjacent to the training site shall also be notified when necessary. The realism in some scenarios can create the impression that a real crime is occurring or that the students are actually on-duty officers conducting actual operations. In the event there are residents or other uninvolved persons in the vicinity of the scenario training who could possibly see or hear the events, the posting of perimeter personnel, appropriate signage, or the passing out of flyers can reduce complaints and reduce risk of mishaps.

23.2 Facility Guidelines (continued)

23.2.6	**Course design and site selection shall address the following minimum considerations:**	▪ Minimum obstructions ▪ Minimum interference with other training exercises ▪ Minimum surface hazards ▪ Accessibility by fire, rescue, and other emergency vehicles ▪ Accessibility to drinking water and restroom facilities
	The instructional staff shall monitor facility conditions so that safety hazards can be detected and corrected. **Inspections of the training area shall be conducted before students are permitted to commence training exercises.**	–
	NOTE: If training is moved to remote areas, the instructors shall have communication equipment and additional safety equipment available.	

23.3 Equipment Guidelines

23.3.1	**Students training in PPE shall meet the clothing, footwear, and other equipment standards established by the presenter.**	–
23.3.2	**The presenter via course announcement shall identify equipment required for specific training courses.**	Equipment shall be safety-checked and fit-tested prior to use.
23.3.3	**An Emergency Medical Kit shall be readily available to each training site.**	First aid kits shall be augmented to include supplies for the emergency treatment of injuries associated with the training event. Kits at firearms ranges, for example, shall include compresses and related supplies for the emergency treatment of gunshot wounds.

23.3 Equipment Guidelines (continued)

23.3.4	**A telephone, radio, or other means of emergency communications shall be readily accessible at each training site in the event of an emergency. In off-site training, the procedures for medical emergencies shall be communicated to students prior to the start of training.**	The emergency medical response routes shall be pre-identified in order to expedite assistance.
23.3.5	**In a permanent training facility, emergency telephone numbers and other notification procedures shall be clearly posted.**	In an emergency situation, the instructor may be involved in the medical response, for example, performing CPR/first aid. It is important that others know the proper notification procedure.

23.4 Instructor Qualifications

23.4.1	**Instructors shall complete a POST-certified instructor course, or other specific instructor courses required by current regulations.**	The presenter and POST shall jointly determine training equivalency, if applicable. The active, lead, or section instructor(s) shall have POST-certified training, or the equivalent, in the discipline being addressed, and in the various component elements of the training (i.e., certified rangemaster present during a training scenario involving live firearms).

23.5 Instructional Staff-to-Student Ratios

23.5.1	**Each presenter of PPE training shall establish and identify an appropriate instructional staff-to-student ratio.**	Exact instructional staff-to-student ratios will depend upon the student familiarity with the equipment, the agents, conditions of deployment, and the specific type of training. The ratio for introductory training, for example, may differ from the ratio established for refresher training or instructor-level courses. The intent in establishing an instructional staff-to-student ratio is to ensure adequate supervision over students in training.
23.5.2	**The presenter's instructional staff-to-student ratio shall be reduced when students are engaged in high-risk elements of the training.**	Since student reactions vary, the number of instructional staff must be sufficient to provide adequate supervision. The exact number of staff necessary will also depend on the experience of students. The instructional staff-to-student ratio shall be sufficient to enable the instructor to immediately stop action when a safety breach is observed or other problems occur.

23.6 Presentation Guidelines

23.6.1	**Instructors shall review specific safety rules and any appropriate precautions inherent to the particular type of training being presented before the application phase of training begins.**	–
23.6.2	**Instructors of manipulative skills PPE training shall emphasize student discipline during training.** **Instructors shall consistently maintain a professional atmosphere during training to ensure that students abide by the presenters rules of conduct.**	–
23.6.3	**Instructors shall appropriately adjust instructional pace and intensity during adverse climatic conditions.**	Dust, heat, smog level, and similar conditions can all contribute to student injury or illness risk. In some cases an alternate location for training may be appropriate. Environmental heat suggests frequent water breaks and rest periods.
23.6.4	**Instructors in manipulative skills/PPE training shall be clearly identifiable, typically by distinctive clothing.**	The use of distinctive clothing, hats, armbands, etc., by instructors is recommended.
23.6.5	**The presenter's safety rules shall be reemphasized to students immediately prior to actual training.**	–
23.6.6	**Instructors shall be aware of physical fatigue factors that may affect the ability of the student to perform safely.**	Instructors shall be aware that even short periods of training could fatigue students and increase accident potential. Heat, smog, visibility, and other environmental conditions that affect student safety shall also be considered. Heat stress generated by wearing the PPE poses the most common potential health risk, and students shall be monitored for signs of distress.

23.6 Presentation Guidelines (continued)

23.6.7	**Procedures and documentation for medical screening and monitoring of students prior to and during training shall be developed, reduced to writing, and implemented as part of the course safety plan.**	Medical pre-entry and post-entry monitoring is an OSHA requirement for various types of PPE use and training. Presenters shall comply with the applicable regulations. Student exclusion criteria from participation shall conform to OSHA standards. Students training with respirators specifically designed for gas, tearing agents, or smoke shall conform to the guidelines established in the *Model Respiratory Protection Program For Law Enforcement.*
23.6.8	**The presenter shall develop minimum physical fitness standards for PPE training courses, and identify those standards on the course announcement.**	Student aerobic fitness is a key element to successful PPE training and effectiveness. Students who are physically unfit to participate shall be excluded. The intent of this guideline is to avoid student injury in a course requiring high levels of physical fitness.
23.6.9	**Two-way radios or other effective means of communication shall be established and maintained between instructors and students during actual PPE training and operations.**	A means of communication shall also be developed to control the action, and to summon emergency medical assistance if needed.
23.6.10	**Any student, including the instructors, or students, shall be encouraged to initiate a stop action if a hazard is observed or perceived.**	All members of the instructional staff shall be familiar with radio commands or other means to stop action for safety reasons. Each member of the staff may stop action for safety reasons at any time. The presenter or instructor-in-command will determine when it is safe to continue training after taking corrective action, or when it is otherwise appropriate.

APPENDIX A
Glossary of Terms

A B

Active Student or Active Participant	Differentiates the student who is actually engaged in a psychomotor skills training activity from a student who is an observer only. An observer student is deemed to be "passive." A typical example of this is the student who is actually engaged in firing on the range (active), as opposed to the student who is waiting his/her turn to fire (passive).
Agitator	A role-player who generally takes the role of a suspect intended to be pursued, stopped, or grasped by the police service canine in a training exercise.
Airborne Operations	The use of aircraft in combination with law enforcement, search and rescue, or other emergency service operations.
Airborne Operations Unit	A specialized part of a law enforcement organization or allied agency responsible for the operation of aircraft used in concert with law enforcement operations.
Air Crew	The pilot, co-pilot, and other designated persons participating in the operation of an aircraft in flight. Used interchangeably with the term "flight crew."
Application Phase	The actual performance or demonstration of a psychomotor skill as opposed to the classroom lecture. The expressions "demonstration phase" or "field application" are used interchangeably with this term.
Arson	The willful and malicious burning of property.
Arson and Explosives Training	Training that involves fire cause determination, fire investigation, post-blast investigation, explosives and explosive device recognition, explosives reconnaissance, bomb threat procedures, and anti-personnel device recognition.
Barrel Plug	The modification of a firearm's barrel to prevent the chambering of a live round.

A B (continued)

Blast Dispersion	Denotes the instantaneous discharge method for the delivery of chemical agents.

C D

Classroom Phase	The lecture instructional component of psychomotor skills training as opposed to the application phase which calls for performance of a skill or an actual demonstration.
Combustibles	Any material capable of burning.
Continuous Discharge	A pyrotechnic chemical agent device that is to burn for several minutes while dispersing a large volume of chemical irritants.
Decompression Sickness	A condition with a variety of symptoms which originates with formation of bubbles in the tissues of divers after a rapid pressure reduction.
Delivery Systems	The methods used to deploy chemical agents, such as projectiles, grenades, hand-held aerosols, and mechanical delivery apparatus.
Demonstration Phase	See "application phase"
Destructive Device	General term referring most commonly to a light-sound pyrotechnic device or similar special weapons device employed to distract and/or disorient a suspect and facilitate the safe entry of a SWAT entry/rescue team into a location. Often used interchangeably with “diversionary device.”
Dive Location	A surface area or vessel from which a dive operation is conducted.
Dive Site	The physical location of a diver during a dive operation.
Diversionary Device	A light-sound pyrotechnic device or similar special weapon employed to distract and/or disorient a suspect and facilitate the safe entry of a SWAT entry/rescue team into a location.
Dress-In (Diver)	A diver who has donned the necessary equipment to engage in a dive mission. Both the primary diver and the back-up diver are considered "dressed-in" during a dive operation.

E F

Equestrian	Horse-mounted activities or rider.
Equestrian Knife	A multi-purpose knife that generally includes a standard knife blade, a hoof pick, a hoof-trimming blade, and an awl.
Equivalent Training	Non-POST certified training that is mutually acceptable to the presenter and POST as meeting a specified training requirement.
Explosive Materials	Any material capable of a rapid or instantaneous release of heat and energy as defined in Section 12000 of the California Health and Safety Code. Also encompasses the expression "explosives."
Explosives	Any material capable of a rapid or instantaneous release of heat and energy as defined in Section 12000 of the California Health and Safety Code. Also encompasses the expression "explosive materials".
Event Simulation	Training scenario, role-play, or similar exercise where students are expected to re-enact a tactical response to a field problem under controlled training conditions.
Facility (Training)	Location where law enforcement training occurs. The term "site" is generally interchangeable with this expression, but most commonly refers to a temporary training area where scenarios and event simulations are staged.
Field Application	See "application phase"
Flammables	Any material that is easily ignited.
Flash-Bang	A term used interchangeably with flash-sound diversionary device, or diversionary device, which refers to an explosive, pyrotechnic device designed to emit light and sound upon ignition.
Flight Crew	The pilot, co-pilot, and other designated persons participating in the operation of an aircraft in flight. Used interchangeably with the term "air crew."

E F (continued)

Forensic Science Training	Training in a laboratory environment or field setting relating to the application of the natural sciences to law enforcement. This would include crime scene investigation and documentation, field evidence technician training, latent print processing, questioned document examination, laboratory analysis and techniques, clandestine laboratory processing, and breath alcohol analysis.
Fundamental Training	See "initial training."

G H

Gas Mask	A respiratory protection device designed to filter particulate chemical agent substances.
Heat Hazard	A safety concern inherent to any explosive device. The term is also used in connection with the ignition of light-sound and related diversionary devices. The heat effect created by such ignitions lasts an estimated 4/100th of a second at 2700 degrees centigrade. This is the burning time and heat range associated with black powder ignition, a typical component of some light-sounds. Exact heat peak and actual burning time depends upon the particular composition of the device. Disclosure of exact device composition is often restricted by manufacturers. Device activation can ignite vapors or other flammables present at the point of ignition.
Helitac Operations	The use of a helicopter in a police tactical operation.
Hypergolic	Two or more chemical compounds which, when mixed together, spontaneously ignite.

I J

Immediately Available	Used in reference to an object that is immediately retrievable; within arm's reach; immediately at-hand. Term usually applied in airborne and waterborne operations to indicate placement of first aid kits, fire extinguishers, etc. See "readily accessible."
Incendiaries	Materials or chemicals that are associated with starting or accelerating the burning process.
Inert (Inert Device)	Used in these guidelines in relation to chemical agents, diversionary devices, and arson and explosives training to describe training aids from which the specific hazardous substances or components have been removed.

I J (continued)

Initial Training	An introductory training experience in which students are exposed to the instructional material for the first time. The expressions "orientation training" and "fundamental training" are used interchangeably with this term.
Instantaneous Discharge	A blast dispersion type chemical agent device.
Instructor	The person responsible for the actual presentation of the course curriculum.
Instructional Staff	The persons who exercise functional supervision over students while engaged in training. This may include the lead or principal instructor, assistant instructors, course coordinators, training assistants, range masters, or other personnel titles.
Instructional Staff-to-Student Ratio	The number of instructional staff in direct proportion to the number of students engaged in training.

K L

–	–

M N

Milking the Spoon	Improper grasping of the lever of a light-sound or chemical agent device that permits the loosening and tightening of the fingers and compromises a safe and firm grip.
Molotov Cocktail	A breakable container fitted with a wick or other means of ignition and filled with a flammable or combustible liquid having a flash point of 150 degrees or less. Also referred to as a “fire bomb.”
Moving Course of Fire	A firearms course that allows the shooter to move freely in relation to body position and distance from the target. Generally this implies movement independent of rangemaster commands.

O P

Orientation Training	See "initial training."
Outrigger	Wheels and hydraulic system components of the Skidcar platform that extend beyond the sides of the training vehicle.

O P (continued)

Over Pressurization	One of the three common hazards associated with the detonation of any explosive device. The blast wave created by an explosive device can injure or kill if the device is detonated in a confined area or extremely small space.
Paint Gun	A projectile device designed to discharge a globule of paint or other marking substance under pressure.
Passive Participant or Passive Student	Students who are observing as opposed to students actually engaged in a psychomotor skills training activity. Students directly engaged in the training application are deemed to be “active.”
Personal Protective Equipment	*Forensic context:* Describes items used by individuals to provide protection from hazards inherent to forensic science training. Examples include: lab coats, gloves, eye and ear protection, respiratory equipment, chemical suits, shoe covers, etc.
Pinned Cylinder	A modification to a revolver's cylinder that will render it incapable of being loaded with a live cartridge.
PIT	Acronym in common usage for Pursuit Intervention Technique, wherein the police vehicle applies contact force to the rear quarter-panel of the target (suspect) vehicle to effect a 180 degree rear wheel skid, immobilizing the target vehicle for subsequent blocking and capture procedures. (Refer to Driver Training, EVOC, Section V.)
Plugged Barrel	See "barrel plugs."
Psychomotor Skill	Manipulative skills as developed in Firearms Training, Defensive Tactics Training, Arrest Control Techniques Training, Driver Training, Chemical Agent Training, and other "hands-on" applications. This term could also refer to physical conditioning, physical agility, and cardiovascular fitness training.
Projectile	Any launched or thrown chemical agent munition, ballistic object commonly discharged from a firearm.
Projectile Weapon	A firearm or other device designed to discharge a projectile, wax pellet, paint globule, or similar substance, which is used during tactical event re-enactments.

O P (continued)

Pyrotechnic	A burning-type or "continuous discharge" device for the dispersion of chemical agents. Also used to denote the process of burning.

Q R

Refresher Training	A training experience that is generally a review or update of previously taught material. The expressions "update training" and "skills review" are used interchangeably with this term.
Reactive Target	A moving target or targets that react after being hit by the shooter.
Readily Accessible	Indicates an object that is retrievable within a reasonable period of time. Used in reference to first aid kits, fire extinguishers, etc., at training sites. See “immediately available.”
Recompression Chamber	A pressure vessel designed to recompress a diver as a medical treatment for decompression sickness. Also known as a Hyperbaric Chamber.

S T

Safety Equipment	Clothing and equipment intended to protect persons or property from a particular hazard.
Safety Officer	A member of the instructional staff who is assigned the responsibility to monitor safety conditions.
Scenario Training	Event simulations, role-plays or other activities where students’ re-enact tactical response to a law enforcement field problem under controlled training conditions.
SCUBA	Self-Contained Underwater Breathing Apparatus. Also identifies a diving mode independent of surface-supplied air.
Serviceable	The operational condition of equipment used in training where the equipment is still suitable for the purpose in which it was originally designed.
Serviceably Sound	*Equestrian context:* A horse that has been examined by a licensed equine practitioner and is determined to be suitable for law enforcement service.

S T (continued)

Site (Training)	Location where law enforcement training occurs. The term "facility" is generally interchangeable with this expression, but most often refers to a permanent or fixed training location, as opposed to a temporary area where scenarios and event simulations are staged.
Skidcar Platform	An electric-hydraulic system, controlled by an instructor, and mounted underneath a driver training vehicle that lifts the vehicle into various attitudes and load shifts causing front and/or rear tires to lose traction, thereby generating a controlled skid scenario for Emergency Vehicle Operations Course Training (EVOC).
Skill Review	See "refresher training"
Stakeout Area	An area where police service canines are tied while not engaged in a training event.
Static Line of Fire	A firearms range shooting position where all shooters remain an equal distance from targets and in a fixed position until directed to move by the rangemaster.
Sting Ball	An explosive device that emits a material (usually small rubber balls) upon ignition. Other types of non-lethal material can also be loaded into the device and fit the general definition of a "sting ball."
Stun Grenade	Generally an incorrect and somewhat non-definitive term that is often applied to destructive devices, light/sound devices, and sting ball grenades. This term is occasionally used by manufacturers as a marketing name to describe specific products.
Surface-Supplied Air	A supply of air provided to a diver from a source on the surface of the water by way of an umbilical cord.
Tack	Articles of equipment used in law enforcement equestrian training. Tack includes: lead ropes, halters, tie ropes, saddles, bridles, cinches, bits, spurs, reins, blankets, pads, splint boots, grooming equipment, and saddlebags.
Tactical Operations Training	Training which is directed toward the tactical resolution of high-risk law enforcement incidents. Tactical operations training includes: tactical scenarios, use of diversified equipment, tactics exercises, and other disciplines which enable personnel to safely resolve the situation confronting them.

S T (continued)

Teargas	A generic term currently referenced in California Law (Penal Code 12403) to denote several varieties of chemical irritants. NOTE: The term "teargas" is generally a non-descriptive and somewhat misleading term. Not all chemical agents cause tearing, nor are any of the chemical substances referenced in these guidelines "gases" in the common scientific sense.
Training Site	A location where law enforcement training occurs. The term "facility" is generally interchangeable with this expression, but most often refers to a permanent or fixed training location, in contrast to a temporary area where scenarios and event simulations are staged.
Trauma	One of the three common hazards associated with the detonation of any explosive device. Trauma generally refers to being hit by fragmenting parts of an explosive device or contact with environmental articles picked up by the explosion (e.g., effect of the device detonated atop gravel).

U V

Undesirable Behavior (Equestrian)	Undesirable actions or traits exhibited by horses such as kicking, bucking, biting, striking, rearing, falling, stumbling, laying down, or rolling. These behaviors increase the potential for student injury and can be the result of a number of conditions including the personality of the animal, fatigue, environment, or other factors.
Undesirable Behavior (Canine)	Undesirable actions or traits exhibited by canines such as biting, snapping or fighting. These behaviors increase the potential for student injury and can be the result of a number of conditions including the personality of the animal, baiting, health of the animal, fatigue, environment, or other factors.
Update Training	See "refresher training"

W X

–	–

Y Z

–	–

APPENDIX B
Sample Safety Policy

Overview

To be used as a guide for the development of the individual agency safety policy. It is suggested that the safety policy or course safety plan be communicated to students prior to engaging in manipulative skills training.

It shall be the policy of (insert name/title of certified presenter) to conduct all training in such a manner as to promote an attitude of safety among instructors and students alike. Concern for safety is contagious and can only result in a reduction of risk.

The efforts of all personnel involved in training shall be directed toward ensuring a safe atmosphere within which maximum training benefit can be realized.

B-1 Staff/Presenter Responsibilities

A.	**The training staff should provide advance notice to prospective trainees and their agencies regarding anticipated physical demands and/or physical performance expectations.**	–
B.	**Instructors should be provided with a copy of the specific safety guidelines pertaining to their course of instruction prior to the commencement of their class.**	–
C.	**The training staff should ensure that emergency communications (phone, radio or other means) are accessible at all training sites.**	*Guidelines for Student Safety 1.10.1*
D.	**At least one participant, either directly involved in the training event or available at the training site, shall be trained in first aid and CPR.**	–
E.	**Student emergency notification information should be maintained for the duration of the course.**	See Appendix C
F.	**When planning a training event the training staff should identify which medical facilities and emergency services are available or subject to call in the event of an emergency or student injury.**	–

B-2 Instructional Staff-to-Student Ratios

A. **Instructional staff-to-student ratios for each psychomotor skill area should be established. Factors considered in establishing these ratios included, but were not limited to:**

1. Active versus passive participation (see note)*
2. Characteristics of the training site
3. Injury potential/risk assessment
4. Student familiarity with the material
5. The intensity or pace of the training experience

B. **For the purposes of establishing an instructional staff-to-student ratio, the personnel titles and descriptions listed below are viewed by** *[insert name of Training Center or Certified Presenter]*

_____

as exerting functional supervision over students in training.

Primary/Lead/Principal Instructor *in addition to*:

- Assistant Instructor(s)
- Course Coordinators
- Designated Role Players/Actors
- Rangemasters
- Recruit Training Officers
- Safety Officers
- Training Assistants
- [Other titles as appropriate]

C. **The specific ratios are identified in** *[specify where you actually identify your staff-to-student ratio]*

_____

This may be within the individual course file as part of the presenter's main safety policy, or other location.

Guidelines for Student Safety 1.7.1 et seq.

D. **Reassessment of the staff-to-student ratio will be initiated when curriculum changes are proposed or when course structure is otherwise modified.**

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* **NOTE**: Terms used as defined in the *Guidelines for Student Safety in Certified Courses* (also see Appendix A: Glossary of Terms).

B-3 Instructor Responsibilities

A.	**The primary instructor or designee shall be responsible for conducting safety inspections of students and facilities used for training.**	–
B.	**Instructors should be aware of environmental factors such as weather or air quality and adjust the instruction as necessary.**	–
C.	**The primary instructor or designee shall verbally review specific safety rules with students.**	*Guidelines for Student Safety 1.2.3*
D.	**Specific safety rules shall be incorporated into lesson plans. Copies of safety rules should be distributed to students as part of the course handouts.**	*Guidelines for Student Safety 1.2.5*
E.	**Instructors should adhere to the expanded course outline as submitted to POST. Instructors should also adhere to their lesson plan as approved by** *[insert name of Certified Presenter, Center Director, etc.]* _____	*Guidelines for Student Safety 1.2.7*
F.	**Instructors should advise students of their responsibility to report and/or stop unsafe actions during training.**	*Guidelines for Student Safety 16.6.3*
G.	**Instructors should display an attitude of safety and a professional demeanor at all times.**	*Guidelines for Student Safety 1.4.1*

B-4 Student Responsibilities

A.	**Students should immediately notify** *[insert name/ title of individual to be notified, Center Director, etc.]* _____ **of any known pre-existing medical condition that is likely to be aggravated by, or affect performance during training.**	*Guidelines for Student Safety 1.3.1*

B-4 Student Responsibilities (continued)

B.	**Students should be required to provide evidence of medical or physical fitness for training if the instructor questions their ability to perform safely.**	*Guidelines for Student Safety 1.3.2*
C.	**Students should immediately notify a member of the training staff of any injury sustained during training.**	*Guidelines for Student Safety 1.2.4*
D.	**Students are responsible for adhering to the safety requirements of individual courses.**	–

B-5 Response to Injuries

A. In the event of an injury, the following actions shall be taken as necessary:

1. Render first aid
2. Obtain appropriate medical assistance. In all cases where a student loses consciousness an evaluation shall be sought from a competent medical authority before the student is allowed to return to training.
3. Notify administration (Center Director, Academy Director, Training Commander etc.)
4. Initiate other appropriate notifications or actions as required (e.g.. student emergency notification information, agency notification requirements, school/college required procedures etc.)
5. Investigate and complete an accident report using the appropriate reporting form(s) or protocols specific to the presenter's jurisdiction or agency
6. Students who sustain an injury that requires treatment by a physician should obtain a medical release before being allowed to resume training. (SPECIFY ANY FORM YOU HAVE FOR THIS PURPOSE)

B-6 Course-Specific Safety Rules

A.	**Specific safety rules and procedures for individual subject areas are attached. Specific rules vary due to differences in subject matter, tasks to be performed and the particular training environment or site.**	–
B.	**Reference has been made to the following resource in developing this policy:** ***Guidelines for Student Safety in Certified Courses*, California Commission on Peace Officer Standards and Training, 1990 2006**	**NOTE***:* Some presenters, due to the specialized nature of their training (e.g., handling of hazardous chemicals, use or disposal of biological substances, use of certain specialized equipment etc.) may want to reference other pertinent resource materials or laws.

APPENDIX C

Emergency Notification Card

SAMPLE

EMERGENCY NOTIFICATION CARD	
NAME	
RESIDENCE/HOTEL WHILE ATTENDING TRAINING	
LOCATION	
PHONE	ROOM NUMBER
HOME PHONE	CELL PHONE
AGENCY/UNIT OF ASSIGNMENT	
AGENCY CONTACT PERSON	
CONTACT PHONE	
PERSON TO NOTIFY IN THE EVENT OF EMERGENCY	
RELATIONSHIP	CONTACT PHONE
VEHICLE DESCRIPTION	LICENSE NUMBER
MEDICAL CONDITIONS / ALLERGIES	
OTHER INFORMATION (*blood type, physician, additional contact numbers, religious affiliation, preferred hospital, comments, etc.)*	

APPENDIX D

Suggested Steps for Developing a Safety Policy

STEP ONE	**Develop a general student safety policy by first identifying hazards which may cause injury.** **The general safety policy must include the presenter's specific procedures for responding to a student injury.** *NOTE: You may use the POST model policy, your own individual policy, or a combination of these.*
STEP TWO	**Develop specific safety rules pertinent to each psychomotor skills area you are certified to present or for which you are seeking certification.**
STEP THREE	**Develop specific rules particular to each training site or facility used, if substantive differences exist.**
STEP FOUR	**Identify your instructional staff-to-student ratios for each psychomotor skill area you are certified to present or for which you are seeking certification.** *NOTE: You may wish to differentiate ratios for the supervision of passive students as opposed to the ratio for supervision of students actively participating in a psychomotor training event.*
STEP FIVE	**Develop a checklist for each course and/or each training site to help you ensure that you have the necessary equipment and facilities to deliver safe training.** *NOTE: The attached checklist is provided for your use*
STEP SIX	**Initiate an inspection of training sites and equipment to ensure serviceability and conformance to your specific safety requirements.**
STEP SEVEN	**Review resumes of instructors used for psychomotor skills training to ensure adequacy of background and experience.**

APPENDIX E

Facility and Equipment Checklist

NOTE: *This checklist is offered for the convenience of presenters when developing safety policies or conducting site inspections. It is not required by POST and does* ***not*** *need to be submitted with the course certification package.*

E-1 Checklist

A. Classroom – *Example*

1. Adequate climate control
2. Adequate lighting
3. Adequate seating
4. Power plugs
5. Presentation board

B. Training Room – *Example*

1. Cleaner/disinfectant
2. Mats (good repair)
3. On-site specialist
4. Ventilation & lighting

C. Driving Area – *Example*

1. On-site specialist
2. Perimeter security
3. Pre-use inspection for unplanned obstructions/hazards
4. Weather considerations

D. Range – Indoor/Outdoor – *Example*

1. "Hot range" notification signal capability
2. Perimeter security
3. Pre-use inspection for "hot areas"
4. Proper ventilation/lighting - indoor

E. Outdoor – **Rural** – *Example*

1. Bystanders
2. Distractions
3. Drainage grates
4. Environmental concerns
5. HAZMAT considerations
6. Land/Water hazards
7. Traffic hazards

E-1 Checklist (continued)

F. Community Training – *Example*

SWAT/hostage rescue/K-9/MCI/ critical incident/building searches

1. Free from distractions
2. No HAZMAT danger
3. Perimeter security
4. Pre-event notification
5. Pre-search to ensure area is secure
6. Warning signs for perimeter

E-2 Suggested Minimum Safety Measures for All Training Facilities

A. Communications

1. Cellular capability
2. Land line telephone
3. Public address system
4. Radio system

B. Comfort Facilities

1. Drinking water
2. Shade or shelter depending on environmental conditions
3. Toilet
4. Washroom – showers

C. Site Safety

1. Basic or advanced first aid equipment
2. Decontamination equipment
3. EMS/fire response capability
4. Fire extinguishers
5. HAZMAT disposal

D. Personal Protective Equipment

1. Ballistic armor
2. Eyewear protection
3. Hand protection
4. Head protection
5. Respiratory equipment
6. Specialized protective clothing
7. Decontamination equipment
8. Ear protection

APPENDIX F

Manipulative Skills Instructor Certification Checklist

SAMPLE

Preliminary Affirmation of Manipulative Skills Instructor Qualifications	
❑ **Instructor Name:**	John Doe
❑ **Course Title:**	Advanced Defensive Tactics
❑ **Course Date/Location:**	MM/DD/YYYY Any Town Regional Training Center Any Town, CA
❑ **Manipulative Skill Subject:**	Defensive Tactics (See Course Outline, attached)
❑ **POST Certificates Related to Skill:**	☐ 80-hour Defensive Tactics Instructors Course Date/Location ☐ 40-hour Advanced Defensive Tactics Course Date/Location ☐ Master Instructor Development Program Graduate (year), TTP Course Project: Development of POST-certified 24-hour "Defensive Tactics for Patrol" Course
❑ **Other Training and/or Certification:**	USMC Unarmed Combat Instructor Course. USMC RTC (year)
❑ **Specific Experience:**	5 years as Defensive Tactics Instructor at Any City Police Dept
❑ **Copies of Certificates:**	List (attached)
❑ **Other Attestation of Qualification:**	Unarmed Combat Instructor, USMC, 4 years (from/to) Awarded Black Belt, 3rd Degree, Shotokan Karate (year)
❑ **Submitted by:**	Attesting Official (Name / Title)
❑ **Attestation:**	Signed: _____ Date: _____