POST Guidelines for Student Safety in Certified Courses

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS & TRAINING

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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 acuity needed to exercise sound judgment must be matched by the physical ability to carry out the task. The combination of decision making and physical competence constitutes the functional area referred to as manipulative skills.

Acquisition of the manipulative skills necessary for effective law enforcement is best accomplished when learning is grounded in reality-based training. Inherent to reality-based training is the concept of risk. The closer training moves towards replicating real-life situations, 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 safety awareness and provide guidance when designing and presenting courses involving manipulative skills training. The goal is to reduce or prevent reasonably foreseeable injuries while still providing an optimal training experience.

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

Questions concerning this document may be directed to POST's Management Counseling and Projects Bureau at (916) 227-2821.

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General Safety Guidelines

NOTE **- All presenters and instructors for courses involving manipulative skills training must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing any topic specific guidelines in later chapters. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Application of Guidelines

These guidelines are intended to apply to the training environment as opposed to actual law enforcement operations in the field. Their purpose is to maximize the safety of all participants engaged in or observing manipulative skills training or basic course testing. Training participants may be students, instructors, training staff, role players, observers or other personnel authorized to be present at the training site.

These guidelines represent the collective input of subject matter experts in establishing best practices for reducing or preventing reasonably foreseeable injuries in manipulative skills training. It is expected that presenters will follow the requirements and recommendations contained within these guidelines or demonstrate an alternative method, practice, means, device, or process that will provide equal or superior safety

2 - Safety Policies and Procedures

California Code of Regulations §1052 *Requirements for Course Certification* and §1059 *Requirements for Basic Course Certification* requires that each training presenter of POST-certified courses involving manipulative skills training shall implement a formal written safety policy. Safety policies and procedures must minimally address:

- Rules of safety and conduct.
  - ▹ General rules applicable to all of the presenter's courses and training sites.
  - ▹ Course specific rules applicable to the training topic.
  - ▹ Site specific rules applicable to the training site.
- Reporting and handling injuries.
  - ▹ Minor injuries.
  - ▹ Major injuries.
- Ratios of instructors to students for training.
- Ratios of instructors or scenario evaluators to students for basic course testing.
- Name, location, and phone number of nearest emergency medical facility for each training site.

Safety policies shall list the physical address of each training site associated with the course.

Safety policies and procedures shall be clearly communicated prior to each training session.

- Instructors shall be fully knowledgeable of the specific

safety guidelines that pertain to their course prior to the commencement of training.

- Students shall be made aware of all applicable safety rules and conditions for the course they are participating in. Rules should be clearly posted. For all basic courses certified under California Code of Regulations §1059 *Requirements for Basic Course Certification*, safety rules shall be clearly posted.
  - ▹ Students who are using unfamiliar facilities should be made aware of local rules, conditions, and facility requirements. For all basic courses certified under California Code of Regulations §1059 *Requirements for Basic Course Certification*, students shall be made aware of local rules, conditions, and facility requirements.
- Each presenter/facility shall supply, in written form, the safety/facility rules to each student.
  - ▹ Presenters may choose to have each student sign an acknowledgment of receipt prior to the commencement of training. The final disposition of these acknowledgments will be determined by the individual presenter.

3 - Training/Testing Site Characteristics

Risk of student injury increases when training/testing occurs in inappropriate or inadequately equipped locations.

- The facility shall be large enough to provide students and staff with the space needed to safely perform the training activity, test, or task involved and easily exit in the event of an emergency.
  - ▹ The need for rapid unobstructed ingress and egress in the event of an emergency is essential. Whenever possible, the facility should have multiple entry and exit points.
- Staging areas shall be designated to accommodate persons who are not actively involved in a specific training exercise or test.
  - ▹ Staging areas should be clearly designated and have drinking water, rest rooms, a fully equipped first aid/trauma kit and AED (Automated External Defibrillator) readily accessible. For all basic courses certified under California Code of Regulations §1059 Requirements for Basic Course , staging areas shall be clearly designated and have drinking water, restrooms, a fully equipped first aid/trauma kit and AED (Automated External Defibrillator) readily accessible.
  - ▹ Staging areas must be situated as to provide protection from hazards associated with the specific training/testing taking place (e.g., firearms, chemical agents).
- Adequate emergency lighting shall be provided at the site of any nighttime training or testing.
  - ▹ Nighttime training/testing mandates a heightened safety awareness. It is important to provide for either permanent or portable lighting equipment capable of illuminating staging areas and any point where an emergency could occur.
- Lighting and ventilation are key factors in the selection of indoor facilities suitable for strenuous physical activity.
- The layout of the site should enable instructors to immediately stop action when a safety breach is observed, or other problem occurs.

- Restrooms and drinking water shall be readily available during training/testing sessions.
- Appropriate safety procedures shall be established for offsite training/testing activities.
  - For example, presenters conducting offsite group training runs, or similar activities, must consider the use of chase vehicles with emergency lights, road guards with high visibility or reflective clothing, radio communications, and other appropriate safety measures.
- Outdoor training/testing activities shall always consider environments that could harbor hazardous wildlife and/or poisonous vegetation.

4 - Facility and Site Inspections

Presenters and instructors shall routinely inspect training/testing facility and site conditions so that potential safety hazards can be detected and corrected before instruction/testing.

- Special attention shall be given to ensure that site-specific factors have not unexpectedly changed to the point that it might present a safety issue.
- Many manipulative skills training activities/testing warrant the daily inspection of the facility or site. These inspections shall be completed before students are permitted to commence exercises. For example:
  - All obstacle courses (driving, motors, fitness, tactical, etc.) shall be inspected for hazards prior to each use.
  - Scenario or event simulation training/testing sites shall be inspected for hazards prior to each use.
- All offsite training/testing locations shall be inspected in advance for adequacy of exercise surfaces, lighting, traffic safety, security, and related considerations.

5 - Controlling Access

Manipulative skills training/testing shall be held in facilities and sites with controlled access to ensure that uninvolved individuals and vehicles do not present a safety hazard.

- Classrooms, gyms and other indoor training/testing facilities should have restricted access to prevent unauthorized entry. For all basic courses certified under California Code of Regulations §1059 *Requirements for Basic Course Certification*, classrooms, gyms, and other indoor training/testing facilities shall have restricted access to prevent unauthorized entry.
- Outdoor training/testing sites should have a reasonably contained perimeter to prevent unauthorized entry.
  - Options for establishing a perimeter could include warning signs, fencing, assignment of stationary observers, natural barriers, or a combination of any of these.
  - It is important that all persons near certain training/testing facilities /testing (firearm ranges, etc.) be aware of the activities that occur there. Signs or other indicia should be posted conspicuously and far enough away to provide a wide margin of safety.
- Training/testing sites shall always be accessible to EMS and other emergency resources.

6 - Instructor Qualifications

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.

- California Code of Regulations §1070 *Minimum Training Standards for Instructors of POST-Certified Specialized Training* requires that all instructors of POST-certified specialized training shall meet specified minimum training standards prior to instructing in the specialized subject. Instructors for the following subjects, whether a stand-alone course or as a specialized subject taught within a larger course, shall meet the instructor training course requirements delineated in section 1070(b).
  - Arrest and Control Techniques
  - Baton/Impact Weapons
  - Chemical Agents
  - Defensive Tactics
  - Diversionary Devices
  - Driver Training
  - Electronic Weapons
  - Firearms
  - First Aid/CPR
  - Hazardous Materials
  - Less Lethal Weapons
  - Motorcycle Training
  - Physical Training (Basic Course)
  - Terrorism & Weapons of Mass Destruction (WMD) Awareness
- The instructor training requirements specified in subsection 1070(b) may be satisfied through an equivalency evaluation performed by the employing presenter. This equivalency process is described in subsection 1070(c).
  - The equivalency process recognizes that there are excellent specialized 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.
- Instructors of non-1070 specified training subjects shall be appropriately qualified, based upon their specific topic related training, experience, education, certification, and instructional ability.
  - The determination of an instructor's eligibility to teach will be made jointly by the presenter and POST.
- Instructors should keep current on recent advances within the field, emerging safety issues and instructional practices applicable to their discipline.
  - This could include networking with other instructors.
  - Instructors are encouraged to participate in periodic instructor update courses, skills refresher training and other forms of continuing professional education.

7 - Instructor–To–Student/Scenario Evaluator-To-Student Ratios

Training presenters shall establish an appropriate instructor-to-student ratio for each course involving manipulative skills training to ensure adequate supervision of the students. Presenters of Basic Courses certified under California Code of Regulations §1059 Requirements for Basic Course Certification, shall include a scenario evaluator-to-student ratio to ensure adequate supervision of the students during scenario testing.

- An instructor-to-student or scenario evaluator-to-student ratio that provides adequate supervision of students in training/testing is essential to ensure student safety.
  - The ratio shall be objectively reasonable under the given training circumstance.
  - Ratios may vary depending on the specifics of the training activity or testing requirement, the relative danger to the student, and the student's experience level.
  - The ratios shall allow the instructor/scenario evaluator to adequately observe student participation while being alert for activities that present potential for student injury.
  - The ratio shall be sufficient to enable the instructor/scenario evaluator to immediately stop action when a safety breach is observed, or other problem occurs.
  - The degree of supervision necessary for students standing by or testing is different from the level of supervision required for students actively engaged in a training exercise.
  - Instructor-to-student ratios are not intended to be absolute and may differ depending on the particular training experience.
  - Instructors/scenario evaluators are those persons who exercise functional supervision over students while engaged in training/testing.
- An increased instructor-to-student ratio may be appropriate for introductory training or testing, as opposed to refresher, advanced or instructor-level training.
- Certain training activities/testing suggest the need for a higher level of student supervision and control. The instructor-to-student ratio shall reflect this.
  - Some training activities entail an inherently greater element of risk and ratios shall be adjusted accordingly.
  - The instructor-to-student ratio shall be increased when students are required to demonstrate manipulative skills that involve a greater potential for injury.
- Basic Courses certified under California Code of Regulations §1059 Requirements for Basic Course Certification, include a testing component for manipulative skills and scenarios. An increased instructor-to-student or scenario evaluator-to-student ratio is necessary for basic course testing. Acceptable ratios for basic course testing are as follows:
  - Firearms 1:5 for static line and 1:1 for dynamic movement
  - Arrest and Control 1:1
  - Driver Training 1:1
  - Scenarios 1:1

Presenters must be able to explain the reasonableness of their established instructor-to-student ratios. Factors to consider when evaluating appropriate instructor-to-student ratios include:

- The inherent risks of the training activity involved.
  - Level of intensity, pace, hazards, and potential for injury.
- Focus of course, experience level of the students and their familiarity with the material.

- ▹ Introductory, refresher, advanced, instructor-level.
- Experience level of the instructors.
  - ▹ New and inexperienced versus tenured expert.
- Facility or site-specific factors.
  - ▹ The layout or design of some training facilities may influence reasonable instructor-to-student ratios (Line of sight impediments, etc.).

The following are some examples of high-risk training activities that suggest the need for intense student supervision and may require instructor-to-student ratios as low as one to one.

- Tactical or moving courses of fire.
- Pursuit driving, Code 3 response and PIT maneuvers.
- Motorcycle exercises requiring difficult maneuvers with an increased degree of risk.
- Bicycle exercises requiring difficult maneuvers with an increased degree of risk.
- Rappelling or fast-roping.
- Defensive Tactics requiring complex movements with an increased degree of risk; e.g., takedowns, ground fighting techniques, etc.
- "Combat" scenarios, intended to induce cardiovascular and emotional stress.
- Application of electronic weapons.
- Deploying a diversionary device.
- Detonation of explosives.
- Canine handler protection exercises.
- Reality-based training exercises (SWAT, Crowd Control, etc.).
- Waterborne tactical boarding operations.
- Equestrian nuisance training.
- Forensic tasks involving chemical processes.

8 - Presentation Guidelines

Presenters and instructors retain primary responsibility for the safe conduct of training/testing.

- Safety policies and procedures shall be strictly adhered to during all instruction and training activities/testing.
- Instructors shall maintain an appropriate level of supervision over students at all times.
  - ▹ Instructors shall consistently maintain a professional atmosphere during training and ensure that students abide by all established safety rules.
  - ▹ Certain high-risk activities suggest the need for instructors to closely monitor student conduct.
  - ▹ Professional behavior and self-control by students are fundamental to overall student safety.

- ▹ All students and role players shall be reminded of the importance of not altering or improvising scenarios.

- Instructors shall adhere to the approved course content (ECO/TTS) included in the course certification.
  - ▹ Unplanned changes, substitution or improvisation 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 prior to instruction.
  - ▹ Courses certified under California Code of Regulations § 1059 Requirements for Basic Course Certification, require an expanded course outline for presenter-specific content only. If applicable, significant changes in presenter-specific content which impact the expanded course outline must be submitted to POST for approval prior to instruction.
- Instructors/scenario evaluators shall be aware of the tendency of some students and role players to be overly aggressive or competitive while engaged in training activities/testing, thereby increasing the potential for injury to the student and/or role player(s). Necessary and appropriate steps shall be taken to ensure the safety of all participants.
- Instructors engaged in manipulative skills training/testing shall be easily identifiable.
  - ▹ The use of distinctive clothing, vests, headgear, armbands, etc., by all instructors is suggested for this purpose.

9 - Review and Reemphasize Safety Rules

General safety rules and rules applicable to the specific training activity or event shall be reviewed with students prior to the application phase of training or testing.

- The instructor shall remind and reinforce safety rules at each critical stage of the training/testing as needed.
  - ▹ Frequent and repetitive reminders of task-specific safety instruction is essential to avoid injuries.
- Where possible, safety rules should be posted in a conspicuous location so students can quickly and regularly review the correct procedures. When posting is not possible, safety rules shall be briefed and provided to students.
- For all basic courses certified under California Code of Regulations §1059 *Requirements for Basic Course Certification*, rules shall be posted in a conspicuous location so students can quickly and regularly review the correct procedures.
- Students shall be given a general orientation to any tactical exercise prior to the application phase of training.
  - ▹ A review of the overall expectations of an exercise, a scenario walk-through, or other type of briefing will enhance safety and positively impact the training experience.
  - ▹ This practice becomes critical for exercises where coordinated activity among students is required.
  - ▹ The intent of this guideline is to ensure safety by providing the student with a general

understanding of what may occur, not to inhibit the value of training experiences that expose a student to an "unknown" situation.

- Students shall be directed to immediately report any perceived safety hazard to the instructional staff or ask for clarification if unsure how to safely perform a task.
  - ▹ Students shall be expected to initiate a stop action if a hazard or safety problem is observed and shall be made aware of the appropriate stop action procedure.

10 - Means of Communication

- The training staff shall ensure that emergency communications (phone, radio, or other means) are readily available at all training sites.
- Each training facility or site shall have a communications process or system capable of clearly transmitting instructions to all participants.
  - ▹ The communications process or system shall be enough to stop action and ensure that verbal commands are clearly understood. Means of communication may include the use of loudspeakers/bullhorns, lights, flags, whistles, horns, or hand signals.

11 - Physical Performance Requirements

Students in poor physical condition at the time of training have an increased potential for injury.

- Students shall be notified in advance on the specific fitness recommendations or physical performance requirements of the training course as well as any related testing standards.
  - ▹ This information shall be included in the course announcement and description.
  - ▹ Course-specific examples of the types of physical tasks required shall be provided (e.g. students must have enough upper body strength to lift a saddle onto their horse).
  - ▹ Instructor-level training can be more intensive and may require a higher degree of physical fitness.
  - ▹ The intent of this guideline is to promote student self-assessment as to whether they are sufficiently fit to participate in rigorous, strenuous physical exercise and meet the program's physical demands for any course other than those certified under California Code of Regulations §1059 *Requirements for Basic Course Certification*.
  - ▹ Students attending a course certified under California Code of Regulations §1059 Requirements for Basic Course Certification, shall have a medical clearance on file with the presenter prior to instruction. The presenter-supplied medical clearance form must provide the practitioner sufficient information regarding the physical training, exercises, and/or activity requirements of the course allowing them to determine if the student is physically capable of meeting those requirements.
- A physical fitness assessment or test of students, prior to training, may be appropriate for certain courses to determine if a student will be able to safely participate.

Students shall be asked to indicate if they have any injuries or pre-existing medical restrictions that may affect their ability to safely participate in training, and if they need reasonable accommodations.

- Students shall report medical conditions, injuries, or physical limitations that can potentially affect their ability to perform safely. Although an instructor cannot make a

medical judgment as to student fitness, it is appropriate to ask students if they are injured or otherwise limited before training begins.

- The intent of this guideline is to promote student self-assessment as to whether their ability to participate in rigorous, strenuous physical exercise and meet the program's physical demands is questionable.

Instructors shall be alert to students who demonstrate inadequate physical conditioning. 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 should 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 an adequate fitness level shall include a medical clearance from a physician, or an attestation by the student's employing agency that such a medical clearance has been obtained.

Presenters may be asked to provide reasonable accommodations for injuries or pre-existing medical restrictions that could affect a student's ability to participate in training.

- A reasonable accommodation is an interactive process to determine what, if any, modifications are possible that would allow the individual to safely participate in training.
- No accommodation need be made if the accommodation would:
  - ▹ Eliminate an essential component of training or testing.
  - ▹ Fundamentally alter the course curriculum and testing requirement.
  - ▹ Create an undue hardship.
  - ▹ Not allow the student to perform the activity safely, even with the accommodation.
- See the *Job Accommodation Network*, *California Department of Fair Employment and Housing*, or *U.S. Equal Employment Opportunity Commission* for more information on providing reasonable accommodation.

Instructors shall be aware of physical fatigue factors that affect the ability of the student to perform safely.

- Certain training activities are inherently tiring. Instructors shall be aware that long periods of training, environmental conditions, or other factors may fatigue students and increase injury potential.
- The physical condition or fatigue of the student, the climatic conditions (i.e., extremes in heat and cold), the type of terrain, and other environmental factors such as air quality, can affect the capabilities and safe performance of participants.
  - ▹ All these factors could suggest a reduction in training intensity and shall be considered when establishing the instructional pace.

12 - Equipment

Minimum standards for clothing, footwear, and personal equipment shall be established for students participating in manipulative skills training.

- Instructors shall conduct a pre-training inspection of student clothing and personal equipment prior to their participation in the training program to eliminate potential safety hazards.
  - ▹ This affords the opportunity for the instructor to check for inadequate, unauthorized, unserviceable, or defective equipment.
  - ▹ The wearing of loose or excessive jewelry during exercises should be prohibited since it may create a hazard to the student.
  - ▹ Long hair should be adequately secured as to not create a hazard to the student.

Instructors shall conduct a pre-training inspection of all presenter supplied training equipment to ensure that it meets 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.
- It is essential that all equipment receive any required maintenance and service prior to the beginning of training.
- Shared training equipment such as mats, weights, etc. shall be cleaned on a regular basis to minimize exposure to biohazards or airborne particulate matter.

13 - First Aid, Trauma Care and Other Emergency Supplies

A fully equipped first aid/trauma kit shall be readily accessible at each individual training site.

- First aid/trauma kits shall include supplies for the emergency treatment of injuries associated with the training activity or site. For example:
  - ▹ First aid/trauma kits at firearms ranges shall include pressure bandages, hemostatic dressing and other related trauma care supplies for the emergency treatment of gunshot wounds.
  - ▹ Items such as insect repellant, sunscreen, or splint materials may be appropriate for certain types of search and rescue courses.
  - ▹ First aid kits shall be inspected on a regular basis to ensure items removed have been replenished, and outdated items replaced.

An AED (Automated External Defibrillator) shall be readily accessible at each individual training site.

A fire extinguisher shall be readily accessible during any training course or exercise where a fire hazard may exist.

- The fire extinguisher type and size should be appropriate for the kind of fire hazard anticipated.
- Regular inspection of any fire extinguisher shall occur to ensure proper functionality (fully charged), and expiration status.

14 - Injury Prevention

Instructors shall be familiar with the causes of common training-related injuries and strategies for preventing such injuries.

- This includes recognizing the objective symptoms of heat illnesses, exhaustion, musculoskeletal injuries, respiratory and cardiac emergencies.
- Many student injuries are preventable when proper safety practices, physical conditioning, exercise methodologies and equipment are employed.
- Instructors shall advise students of the causes of common exercise and training-related injuries, and strategies for preventing such injuries.

Instructors of defensive tactics, arrest control techniques, lifetime fitness, physical agility training, and similar physically demanding programs are encouraged to pursue advanced First Aid, CPR and AED training, as well as specialized training in exercise science and related subjects.

- Close attention shall be given to recognizing symptoms of:
  - Heat and cold related illnesses.
  - Respiratory and cardiac emergencies.
  - Muscle strains, tears, fractures, and dislocations.
  - Other illnesses related to intense physical activity such as “Rhabdo” (Rhabdomyolysis).
- Training in exercise physiology, cardiovascular endurance development, kinesiology, and related subjects will provide instructors with the background necessary to reduce injuries to students.

Long periods of training, psychologically demanding activities, adverse weather and environmental conditions, and other factors can mentally and physically fatigue students, thereby increasing the potential for injury.

- These factors could suggest a reduction in training intensity and shall be considered when establishing the instructional pace.
  - Frequent rest and water breaks may be necessary.

Presenters shall consider the weather conditions and the type of training to be conducted.

- Weather conditions shall be considered regarding the need to provide shaded areas, shelter, or protective clothing.
- Excessive heat or high humidity could suggest a reduction in instructional intensity.
  - Heat related illnesses are the product of both temperature and humidity. Exercise during moderate temperature conditions but with elevated humidity can be as dangerous as exercise during high temperature conditions.
  - The temperature of certain surfaces, such as asphalt or concrete, shall be monitored to avoid heat-related student injuries.
- Training activities during cold temperatures shall be closely monitored. Prolonged exposure to cold weather, wet clothes or immersion in cold water can cause hypothermia.
- Strenuous exercise shall be avoided during periods of unhealthy air quality in conformance with the Air Quality Index (AQI), and during periods of excessively inclement hot or cold weather.

Students shall be instructed to immediately report any perceived safety hazard to the instructors.

- Students shall be made aware of the appropriate immediate stop action procedure when a safety problem is perceived which may cause injury to anyone.

Instructors shall follow recognized training principles in the delivery of manipulative skill training to minimize the potential for accidents and injuries.

- Tactical training, physical conditioning and other manipulative skills are generally best taught by first describing the skill, then demonstrating it, and finally 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.

15 - Response to Injuries

Students shall be required to immediately report any injury to the instructors.

Certain injuries may necessitate an immediate stop action to any training activities. In case of an injury requiring emergency medical assistance, 9-1-1 shall be called immediately.

At least one instructor, or other person, either directly involved in the training event or immediately available at the training site, shall be trained in first aid, CPR and AED.

Specific procedures in the event of an injury or medical emergency shall be identified and communicated.

- Specify the name, location, and phone number of the nearest emergency medical facility for each training site and post this information in a conspicuous place.
- Establish notification procedures.
  - ▹ Appropriate notifications may include the training center director, academy director, training commander, etc.
  - ▹ Other notifications may include student emergency notification information, agency notification requirements, school/college required procedures, etc.
- Establish reporting protocols.
  - ▹ Investigate and complete an accident/injury report using the appropriate reporting format specific to the presenter's jurisdiction or agency.
  - ▹ Determine if the accident/injury necessitates a report to the local risk management entity, Cal/OSHA or similar regulatory agency.
  - ▹ The appropriate POST Regional Consultant shall be notified in writing within 5 business days when an injury requiring more than basic first aid occurs during training.
    - ➤ Basic Course presenters shall make their notification directly to the POST Basic Training Bureau.
- Protocols shall specify procedures for return-to-training medical releases following a student injury.
  - ▹ Students who sustain an injury which requires treatment by a physician shall obtain a medical release before they are authorized to resume training.
  - ▹ In 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.

- Instructors shall conduct an after-action review of the incident to ensure that any hazardous conditions or other causal factors are identified and repeat accidents are avoided.
  - ▷ Presenters should consider conducting an annual audit of any training related injuries. Audits can serve a number of purposes, including; promoting accountability, identifying risk, evaluating controls, and ensuring the efficient and effective delivery of training.

16 - Notification to Outside Law Enforcement Agencies

The realism inherent to many training scenarios can create the erroneous impression that a real crime or emergency is occurring or that the students are on-duty officers conducting actual operations and need assistance.

- Consideration should be given to notifying allied law enforcement agencies that may operate in areas adjacent to the training site.
- In the event there are residents or other uninvolved persons in the affected vicinity who could possibly see or hear the events, the posting of perimeter personnel, appropriate signage, or passing out flyers could reduce complaints and reduce risk of mishaps.

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02

Firearms Training

NOTE **- All firearms training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Bullet Impact Area

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 facility managers shall be aware of current EPA and Cal/OSHA standards.

2 – Designated Safe Areas

Safe areas shall be designated to accommodate persons who are not directly engaged in shooting, including areas for weapon cleaning, and unloading and reloading.

- Safe areas shall be clearly identifiable to the student.

3 – Range Inspections

Range facilities and bullet impact areas shall be inspected at least daily for apparent hazards.

- Range conditions can change due to problems created by weather, intrusion of ground burrowing animals, faulty equipment or other causes.
- 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 inspection and maintenance of the bullet impact areas shall be conducted for ricochet hazards (e.g., protruding metal).
- If a hazard is found during the inspection, all steps to remedy the hazard shall be taken prior to the commencement of live fire exercises.

4 - Adequate Ventilation

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.

5 - Reactive Targets

Ranges equipped with reactive 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 that can create ricochet hazards have not occurred over time.
- Minimum safe distance to steel targets shall be considered.
- Instructors shall be familiar with the ballistic rating and intended use of their reactive targets.
    - ▹ Any course of fire involving reactive targets shall be consistent with their intended use.

6 - Props Used for Tactical Shooting

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 shall be encouraged to report ricochet hazards to the instructor.

7 - Eye and Ear Protection

Every student shall wear eye and ear protection while engaged in shooting or while in the immediate vicinity of the firing line.

- Presenters shall establish a mandatory "safety zone" and require all persons within to wear eye and ear protection.
- Extra protective equipment shall be available for use by visitors, or in the event a student needs a replacement.

8 - Body Armor

The use of soft body armor is strongly 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.

9 - Holsters

Each handgun shooter shall use a presenter approved 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.

10 – Firearm Inspections

Firearms shall be subject to a safety inspection and be approved by the instructors prior to use on the range.

- Weapons and magazines shall be visually checked to determine if loaded or unloaded, and for indications of metal fatigue or deformities, prior to training.
- 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 training remains safe.
  - ▹ Periodic safety checks throughout the training day may also be appropriate.

11 - Clothing and Footwear

Clothing and footwear appropriate to the course of fire and terrain of the range shall be required.

- Clothing should 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.

12 - Knowledge of Firearms

Instructors/rangemasters shall have a broad, general knowledge of firearms.

- 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 recommendation.
- The intent of the guideline is to encourage instructors/rangemasters to be knowledgeable with the operation of the specific firearms used in the courses they oversee.

13 - Weapon Malfunctions

Procedures for the safe handling of weapon malfunctions, ammunition failures, and other unusual occurrences shall be reviewed with students prior to live fire training.

14 – Review of Safety Rules

Students shall be repeatedly reminded to follow basic firearms safety rules.

- Treat every firearm as if it were loaded.
- Always point your firearm in a safe direction.
- Keep your finger off the trigger and outside the trigger guard, until you are on target and ready to fire.
- Be sure of your target, background, and anything downrange.

15 - Danger of Lead Deposits

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.

- Students shall be instructed in the danger of lead deposits to children and pregnant women, and what precautions they should 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 should be recognized.

16 - EPA and Cal/OSHA Standards

Instructors/rangemaster shall conform to all applicable EPA and Cal/OSHA standards for range maintenance and cleanup to avoid potential health hazards

03

Less Lethal Munitions Training

NOTE **- All less lethal munitions training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Projectile Impact Area

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.

2 - Designated Safe Areas

Safe areas shall be designated to accommodate persons who are not directly engaged in training, including areas for weapon cleaning, unloading and loading.

- Safe areas shall be clearly identifiable to the student.
- Appropriate devices for the safe loading and unloading of less lethal munitions shall be available.

3 – Facility Inspections

Facilities and projectile impact areas shall be inspected at least daily for apparent hazards.

- Facility conditions can change due to problems created by weather, intrusion of ground burrowing animals, faulty equipment or other causes.
- Facility inspections shall be initiated prior to the beginning of each shooting session and upon return to the facility following any break in training.
- Periodic inspection and maintenance of the projectile impact areas shall be conducted for ricochet hazards.
- If a hazard is found during the inspection, all steps to remedy the hazard shall be taken prior to the commencement of live fire exercises.

4 - Adequate Ventilation

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.

5 - Props Used for Tactical Shooting

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.

6 - Eye and Ear Protection

Every person shall be required to wear eye and ear protection while engaged in shooting or while in the immediate vicinity of the firing line.

- Extra protective equipment shall be on hand for use by visitors, or in the event a student needs a replacement.

7 - Body Armor

The use of soft body armor is encouraged in all shooting courses.

- Soft body armor may prevent an injury from a potential ricochet.

8 - Holsters

Each presenter shall determine the appropriate holster, or method of carry for each firearm or less lethal device.

9 – Weapon Inspections

Weapons shall be subject to a safety inspection and be approved by the instructors prior to use on the range.

- Weapons shall be visually checked to determine if loaded or unloaded prior to training.
- A safety check shall be conducted after lunch breaks, transportation to remote ranges, or other breaks in training.
  - ▹ This will help to ensure that munitions have not been inadvertently loaded.
  - ▹ Periodic safety checks throughout the training day may also be appropriate.

10 - Clothing and Footwear

Clothing and footwear appropriate to the course of fire and terrain of the range shall be required.

- Clothing should 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.

11 - Knowledge of Less Lethal Munitions

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.

12 - Weapon Malfunctions

Procedures for handling weapon malfunctions, ammunition failures and other unusual occurrences shall be reviewed prior to live-fire training.

13 – Review of Safety Rules

Students shall be repeatedly reminded to follow basic weapon safety rules.

- Treat every weapon as if it were loaded.
- Always point your weapon in a safe direction.
- Keep your finger off the trigger and outside the trigger guard, until you are on target and ready to fire.
- Be sure of your target, background, and anything downrange.

14 - Danger of Lead Deposits

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.

- Students shall be instructed in the danger of lead deposits to children and pregnant women, and what precautions they should 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.

15 - EPA and Cal/OSHA Standards

Instructors/rangemaster shall conform to all applicable EPA and Cal/OSHA standards for range maintenance and cleanup to avoid potential health hazards.

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04

Defensive Tactics & Arrest Control Techniques

NOTE **- All defensive tactics and arrest control training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Training Site Selection

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.
- The training site shall be reasonably free from outside distractions.
- An appropriate "mat room" or similar type of area, either permanent or temporary is recommended.
  - ▹ It is important that all training mats are firmly connected end-to-end and side-by-side to avoid injury potential created by "mat gap."
  - ▹ Mats shall be cleaned daily to minimize exposure to biohazards or airborne particulate matter.
  - ▹ Instructors and students shall clean footwear each time they leave and return to the mats.
- 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 appropriate.

2 - Size of the Facility

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 impact weapon being utilized.

3 - Adequate Ventilation

Indoor training facilities should have proper ventilation to accommodate strenuous physical activity.

- Adequate cooling capability and readily available drinking water is necessary to prevent heat related illness.

4 – Full Contact Training

Presenters shall provide or require specific safety equipment for any high intensity or full contact training.

- Protective equipment could include headgear,

mouthpieces, groin protection, chest protection, face protection, and other protective gear.

- Instructors or role players using full-contact suits must be trained and familiar with their appropriate use, as well as the training objectives and safety precautions for the role player and students.

5 - Warm-Up Sessions

A systematic physical warm-up session shall proceed the 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.
- Specific attention should be given to the particular muscle and joint groups involved.

6 - Cool-Down Sessions

A systematic cool-down session shall be held at the conclusion of any defensive tactics and arrest control techniques training.

- An appropriate "cool-down" will help to reduce muscle pain after exercising

05

Driver Training

NOTE - **All driver training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Training Site Selection

Driver training course design and site selection shall address the following considerations:

- Restricted access area to ensure that uninvolved vehicles and pedestrians do not present safety hazards.
- Minimum obstructions.
- Minimum interference with other training exercises.
- Minimum surface abrasions (potholes).
- Maximum margin for "run out" areas adjacent to exercises.
- Accessible to fire, rescue, and other emergency vehicles.
- Adequate staging area for vehicles, equipment and personnel that is a safe distance from active training areas.
- Accessibility to drinking water and rest room facilities.

2 – Facility Inspections

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.

3 – Vehicle Equipment

Vehicles used for law enforcement driver training shall be adequately equipped for the intended training application to ensure student safety and withstand training conditions.

- 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 cautioned about the danger of tripping or falling over them.

4 – Seat Belts

As a minimum standard, all vehicles used for driver training shall be properly equipped with the seat belt system provided by the vehicle manufacturer, or its equivalent.

- 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 – Emergency Equipment

All driver training facilities shall have an appropriately rated fire extinguisher, a first aid/trauma kit, and pry tools 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.

6 – Vehicle Maintenance and Inspections

A maintenance program for all driver training vehicles and 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 likely.
- Periodic inspection and regular parts replacement are a safety fundamental for any driver training program. Tire pressure shall be checked regularly.

7 - Pursuit Intervention Technique (PIT)

All training vehicles used for instruction in the Pursuit Intervention Technique (PIT) shall be equipped with an adequate occupant restraint system, and vehicle contact points.

8 – Vehicle Limitations

The limitations of driver training vehicles and related protective measures shall be clearly explained to all students. The vehicle shall not be operated beyond the identified limitations.

9 – Establish a Safe Zone

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.

10 - Emergency Tire Deflation Devices

When training with emergency tire deflation devices, instructors shall emphasize the proper deployment procedures and safety guidelines issued by the manufacturer of the device or by departmental policies.

- Students should 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.

NOTE - For additional direction on training guidance, all driver training presenters and instructors may refer to the content of the following related POST guidelines:

- *Driver Training Study: Volume 1*

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06

Chemical Agents Training

NOTE **- All chemical agents training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Training Site Selection

The training site shall be located in an area that minimizes potential hazards to uninvolved students and members of 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.

2 - Minimizing Fire Hazards

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 should be considered.

3 - Protective Equipment

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 an air-purifying respirator "gas mask" (APR), protective clothing, gloves, eye protection, and/or hearing protection.
- If masks must be shared, appropriate materials shall be provided to clean and disinfect masks between each use.

4 - Decontamination Supplies

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.

5 - Fire Suppression

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 - Classroom Instruction

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.
- The inert devices shall be clearly marked or identified.
- Certain chemical agent devices such as hand-held aerosols, liquid stream, or foam may be appropriate for demonstration in this setting.

7 – Knowledge of Devices

Instructors shall be aware of the hazards associated with the specific types of devices used in the training program and deploy them accordingly.

- The unique characteristics of different chemical agent devices available and the specific type of training being presented inhibit blanket rules for their deployment.
- Specific procedures for handling accidental deployment, as well as malfunctions, and other unusual occurrences shall be reviewed with students before any device is deployed.

8 - Removal of Safety Pins

Students shall be instructed not to remove the safety pin from blast dispersion or pyrotechnic chemical agent munitions until just prior to deployment.

- Premature removal of the safety pin substantially increases the potential for accidental activation.
- Students shall be instructed to retain the safety pin in case it becomes necessary to make safe the device.

9 – Safety Levers

Students preparing to deploy munitions shall be instructed to hold the device 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.

- 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.

10 – Deploying a Device

Students shall not throw, launch, or otherwise deploy munitions unless they have a clear view of the area where the device is intended to land.

- 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.
- The notion of "look before you throw" is fundamental to student safety.

11 – Malfunction Procedures

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 instructors.
- The specific procedures contained in the presenter's written safety policy shall be followed in such instances.

12 - Decontamination of Students

The instructors shall supervise the decontamination of students exposed to chemical agents.

- Instructors 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 should attend to continued distress.

NOTE – For additional direction on training guidance, all chemical agents training presenters and instructors may refer to the content of the following related POST guidelines:

- *Model Respiratory Protection Program for Law Enforcement*

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07

Diversionary Devices Training

NOTE **- All diversionary devices training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Diversionary Devices Definition

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 diversionary devices.

2 - Training Site Selection

The deployment of diversionary devices should only occur in locations that minimizes potential hazards.

- The area shall be reasonably free of loose gravel, rocks, or other debris which could become secondary missiles increasing the potential for injury.
- Diversionary devices shall never be deployed in areas where highly combustible materials or flammable vapors are present or suspected.
- The deployment of diversionary devices in a confined environment shall be restricted to areas of adequate size and appropriate construction to limit the hazard caused by over-pressurization.
  - ▹ The actual blast effect is increased considerably by deployment in an enclosed or confined environment.
- The deployment of diversionary devices shall occur only in areas where proper ventilation is provided.
  - ▹ Diversionary devices will generally produce noxious smoke, dust, and other by products of combustion.

3 – Avoiding Flying Debris

When deploying diversionary devices in training, students shall be positioned to avoid flying debris.

- Deployment of diversionary devices can break or shatter articles such as glass, ceramics, 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 to reduce the risk of shrapnel from the device body, and/or to prevent the device from becoming a projectile of lethal potential.

4 - Protective Equipment

Students who are exposed to the effects of diversionary devices

shall be provided with safety equipment such as hearing protection, eye protection, gloves, body armor, or other appropriate safety gear.

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

Safety equipment such as fire-retardant clothing is recommended for those persons deploying devices in training.

- Extreme heat is a safety concern inherent with the ignition of diversionary devices. The exact heat effect depends upon the composition of the device.
- All persons who deploy or handle a live diversionary device shall be provided with fire retardant protective gloves.
  - ▹ Gloves used to handle diversionary 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.

5 - Classroom Instruction

Classroom instruction shall be done with inert devices, slides, or other appropriate visual aids.

- Generally, the presence of live diversionary devices in the classroom environment represents an unnecessary risk.
- The inert devices shall be clearly marked or identified.

6 - Knowledge of Devices

Instructors shall be aware of the hazards associated with the specific types of devices used in the training program and deploy them accordingly.

- The unique characteristics of different diversionary devices available and the specific type of training being presented inhibit blanket rules for their deployment.
- Specific procedures for handling accidental deployment, as well as malfunctions, and other unusual occurrences shall be reviewed with students before any diversionary device is deployed.

7 - Weather Precautions

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.

8 - Removal of Safety Pins

Students shall be instructed not to remove the safety pin from any 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 make safe the device.

9 - Safety Levers

Students preparing to deploy any diversionary device shall be instructed to hold the device 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.

- 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.

10 - Deploying a Device

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.

- Diversionary devices used in training shall not be fired in the direction of students or into an occupied room or enclosure.
- The detonation in the immediate proximity of students creates an unacceptable hazard from fragmenting parts of the device.
- The notion of "look before you throw" is fundamental to student safety.

11 - Malfunction Procedures

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 instructors.
- The specific procedures contained in the presenter's written safety policy shall be followed in such instances.

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08

Tactical Operations Training

NOTE **- All tactical operations training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Tactical Operations Training Definition

Tactical training involves the active participation of students who are training for high-risk operations such as warrant service or hostile suspect apprehension.

- To achieve maximum training effect, some element of risk is inherent in the training.
- Instructors must balance the training value of any given exercise or scenario against the risk of injury.
  - ▹ Primary consideration must be the mitigation of risk.

2 - Instructor Qualifications

As discussed in Chapter 1 of these guidelines, instructors for specified tactical disciplines (e.g., Firearms, Diversionary Devices, etc.) shall meet the instructor training requirements delineated in section 1070(b) of the California Code of Regulations *Minimum Training Standards for Instructors of POST-Certified Specialized Training*. POST recommends for non-lethal-training ammunition scenarios (NLTA) (e.g., marking cartridges, projectile firing weapons, etc.) that instructors have successfully completed an NLTA Instructor course.

3 – Review of Safety Rules

Safety rules and precautions applicable to the particular tactical discipline or training task shall be reviewed prior to the application phase of training.

- Instructors shall provide students with a classroom orientation, scenario walk-thru, event simulation, or other briefing prior to the actual training.
- Remind all involved or participating that everyone is responsible for safety and ensure they are knowledgeable on how to stop any unsafe situation.
- The use of a designated safety officer during dynamic or force on force training is recommended.

4 - Safety Equipment

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.
  - ▹ For example, a breaching scenario may require the use of ladders and breaching tools.
  - ▹ Certain entry scenarios may require climbing or rappelling equipment.
    - ➤ Ropes and harnesses are, by their intended use, particularly susceptible to damage and shall be inspected and replaced according to industry standards.
- Each student shall have the proper equipment to safely perform the task at hand.

5 - Clothing and Equipment Inspections

Instructors shall conduct a pre-training inspection of student clothing and personal equipment prior to its use in tactical operations training.

- 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.

6 – Controlled Access of Weapons

During tactical scenario training, the possession of live weapons by participants, including firearms, less lethal munitions, chemical agents, electronic weapons, and edged weapons, shall be closely monitored and controlled by instructors.

- It is imperative that staff strictly control access of live weapons at the training site.
- A pre-training inspection of all participants, roll players and observers, including instructors, shall be conducted.
- It is recommended, whenever possible, that plastic/rubber, replica training weapons be utilized.

7 – Use of Firearms

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.
  - ▷ Live-fire scenarios exercises shall be closely monitored by instructors.
  - ▷ Under no circumstance shall live-fire be directed at or near participating students or other individuals.

8 – Weapon Safety Checks

Instructors 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 shall be conducted after lunch breaks, following transportation to remote ranges, or after other breaks in training 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.

9 - Protective Equipment

Protective equipment shall be provided or required when marking cartridges, other soft projectile-firing weapons, or blanks are employed in tactical operations training.

- Eye protection, ear coverings, and heavy clothing shall be required.
- Use of helmets, full-face shields, neck protection, ear coverings or ear protection (when appropriate), groin protection, body armor, and heavy clothing are strongly encouraged depending on the type of ammunition being used.

10 - Distance restrictions

Distance restrictions shall be established when blanks, marking cartridges, or soft projectile-firing weapons are used as a training aid.

- Virtually any firearm loaded with blanks, 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.

11 – Inspection of Props

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.

12 - Role Players

Instructors shall conduct a briefing with role players before the commencement of incident simulations or field scenarios.

- Conduct an orientation of role players to the training environment.
- Role players and other support personnel involved in tactical scenarios or event simulations shall be aware of applicable safety rules.
- Remind role players that discipline and self-control is fundamental to overall safety.

NOTE – All Tactical Operations training presenters and Instructors shall be familiar with the content of the following related POST guidelines:

- *SWAT Operational Guidelines and Standardized Training Recommendations*
- *Tactical Medicine: Operational Programs and Standardized Training Recommendations*
- *Model Respiratory Protection Program for Law Enforcement*

09

Physical Conditioning Training

NOTE **- All physical conditioning training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Training Site Selection

Physical conditioning training shall occur in a suitable location.

- Calisthenic exercises should typically be performed on shock absorbing, nonabrasive surfaces.
  - When utilizing training mats, it is important that they are firmly connected end-to-end and side-by-side to avoid injury potential created by "mat gap.".
  - Mats shall be cleaned daily to minimize exposure to biohazards or airborne particulate matter.
- Lighting and ventilation are key factors in the selection of indoor facilities suitable for strenuous physical activity.
- 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 for training that is purposely designed to be rigorous and challenging, such as training for special operations in SWAT and similar units.

2 – Clothing and Footwear

Students shall wear appropriate clothing for physical conditioning training.

- Footwear should offer shock absorption and support for the activity.
- Clothing should be layered to accommodate temperature changes during exercise.
  - Clothing materials that inhibit evaporative cooling should be avoided.
- High visibility or reflective clothing should be encouraged as conditions warrant.

3 – Warm-Up and Cool-Down Exercises

All exercise sessions shall be preceded by appropriate warm-up and stretching exercises and shall conclude with an appropriate cool-down activity.

4 - Prescreening

Presenters shall establish procedures for prescreening students who will engage in vigorous physical conditioning.

- 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 shall 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 recommended procedures for conducting such pre-screening.

10

Canine Training

NOTE **- All canine training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Training Site Selection

Canine training site selection shall address the following considerations:

- Obstructions or obstacles that could cause student, agitator or canine injury.
- Presence of dangerous substances on the ground or accessible to the canine.
- Potential interference dangers from uninvolved persons, vehicular traffic, or other factors.
- Surface condition (uneven, temperature, slippery, wet, etc.).
- Adequate size for the number of participants involved in training.
- Availability of drinking water and restroom facilities.
- Presence of adequate shade and sheltered areas.
- Location of nearest medical and veterinarian facilities.

2 - Training Site Perimeter

Canine training site perimeters shall be delineated by warning signs, a secured enclosure (fencing, building, etc.), or by an assigned safety monitor.

- It is important that all instructors, canine handlers, and other authorized personnel be aware of possible entry into the training site by unauthorized persons despite the presence of warning indicators and barriers.
- Instructors shall conduct a walk-through of the training site prior to any training activities and after an extended break.

3 - Staging Areas

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

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

4 - Training and Safety Equipment

Students shall be required to provide the appropriate training

equipment, as specified by the presenter, for the types of training exercises included in the course.

- Appropriate handling equipment is fundamental to control of the canine and successful performance of the training task.
- Serviceable protective clothing, arm sleeves, proper footwear, and other equipment can be fundamental to agitator and handler safety.
- Appropriate equipment could include, but is not limited to the following:
  - Harness, training collar, leather leash, and muzzle.
  - Protective arm sleeve.
  - Full body suit.
  - Hidden protective sleeve.
  - Groin protection.
  - 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.

5 – Equipment Inspections

Instructors shall conduct a pre-training inspection to ensure that training equipment meets the presenter's minimum standards.

- Equipment that is not required for the training exercise being performed shall be removed from the training area and secured in designated staging areas or stored in a vehicle.
  - Extra equipment lying about can cause canine confusion and misdirection.

6 – Instructor Knowledge

Instructors should understand canine psychology, canine training techniques, search and control methodology, general arrest techniques, and contemporary law enforcement practices. Instructors in canine courses incorporating narcotic search or explosive device detection should have additional knowledge in these specialties, their unique 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.

7 – Fatigue Factors

The physical condition of the handler and canine, the climatic conditions (i.e., extremes in heat and cold), the type of terrain, and other environmental factors such as air quality, can affect the capabilities and safe performance of both handler and canine.

- All these factors shall be considered when establishing the instructional pace.
- The canine's health, fitness, fatigue, etc. must be factored as much as their handler's.
- Instructors shall support student handlers in recognizing the symptoms of canine specific heat injuries.
- Instructors shall provide adequate breaks for student handlers to check on their canines.

8 – Canine Behavior

Students shall be instructed that they are responsible for the behavior and activities of their canine at all times. They must stay alert to the proximity of their canine to persons and other animals.

- Instructors may have no control over the back-ground, disposition, or medical history of canines appearing at a training course.
  - ▹ Consideration may be given to requiring all canines have current health certificates, shots, etc.
- Both the instructor(s) and the handler(s) are responsible for evaluating a canine's physical well-being, in addition to any potential safety hazards the canine might present.
- The exclusion of canines whose behavior or physical condition raises doubts as to safety risk ensures a safe training environment.

9 - Role Players and Agitators

Role players and agitators shall be given appropriate training.

- Persons participating as role players and agitators shall be briefed in advance regarding potential hazards, anticipated canine responses, specific safety rules, and the proper use of protective equipment.
- Role player/agitators shall be physically fit with no disqualifying physical limitations or disabilities and must be able to abide by and follow instructions.

NOTE - All Canine training presenters and Instructors shall be familiar with the content of the following related POST guidelines:

- *Law Enforcement K-9 Guidelines*

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Motorcycle Training

NOTE **- All motorcycle training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Training Site Selection

Motorcycle training site selection shall address the following considerations:

- Restricted access area to ensure that uninvolved vehicles and pedestrians do not present safety hazards.
- Minimum obstructions.
- Minimum interference with other training exercises.
- Surface condition (uneven, temperature, slippery, wet, etc.).
- Maximum margin for "run-out" areas adjacent to exercises.
- Accessibility by fire, rescue, and other emergency vehicles.
- Adequate staging area for motorcycles, equipment and personnel that is a safe distance from active training areas.
- Accessibility to drinking water and restroom facilities.
- Off-road motorcycle training may involve presentation in a remote, hard to reach area.

2 – Facility Inspections

At a minimum, inspections of the motorcycle training facility shall be conducted daily. The inspection shall be completed before students are permitted to commence driving exercises.

3 – Motorcycle Inspections

Motorcycles used for training shall be adequately equipped and approved by the presenter.

- The presenter shall conduct frequent inspections of brakes, wheels, tires, suspension components, and related motorcycle equipment.
- External mounts, additional attachments, and equipment shall be installed in a manner that will not negatively affect the balance, stability, and safety of the motorcycle.

4 – Safety Equipment

Presenters shall require students to use approved safety equipment such as helmets, boots, gloves, shatter-resistant eye protection, and hearing protection conducive to law enforcement motorcycle riding.

- Presenters shall inspect all safety equipment prior to use.
- Helmets shall be designed and manufactured for law enforcement use and conform to applicable safety standards per *California Vehicle Code § 27802*.

5 – Student Fitness

Students shall be fit for duty and physically capable of safely operating a law enforcement motorcycle.

- Students shall be in compliance with *California Vehicle Code § 27801*: A person shall not drive a two-wheel motorcycle that is equipped with a seat so positioned that the driver, when sitting astride the seat, cannot reach the ground with his or her feet.
  - ▹ For safety purposes, the rider's boots shall not be modified to accomplish this in a way that exceeds the original boot manufacturer's specifications.

NOTE – All Motorcycle training presenters and Instructors shall be familiar with the content of the following related POST guidelines:

- *Law Enforcement MOTORS Guidelines*

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Search & Rescue Training

NOTE **- All search and rescue training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Training Site Selection

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

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

- Environmental and geographic hazards.
- 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.
- Availability of drinking water and restroom facilities.
- Designated areas for resting, eating, etc.
- Availability of shelter from inclement weather (rain, snow, heat, etc.).
- Adequate areas for equipment clean-up, storage, and maintenance activities.

2 - Designated Assembly Points

Each search and rescue training site 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.

3 – Monitoring Site Conditions

Because search and rescue training courses use areas exposed to environmental elements, site conditions can change quickly.

- The instructors shall remain mindful of such changes in an effort to detect and correct any perceived safety hazards.

- Staff shall check the weather forecast prior to the start of training and monitor changing weather conditions.
- SAR training activities shall always consider environments that could harbor hazardous wildlife and/or poisonous vegetation.

4 - Clothing and Equipment Minimum Standards

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.
- Staff shall inspect clothing, footwear and equipment prior to the training exercise.

5 - Specialized Attire Considerations

Site location and weather shall be considered if students will be dressed in specialized attire and gear for extended periods of time.

- Students wearing specialized search and rescue equipment (foul weather gear, wetsuits, dry suits, personal floatation devices, etc.) may become overheated if special precautions are not taken.

6 – Equipment, Vehicles and SAR Animals

Types of mechanical equipment and/or animals that are typically included in a SAR detail may include:

- Off-road and/or backcountry access vehicles.
- Aquatic equipment and/or vessels.
- Airborne assets.
- Horses or mules and tack.
- Canines.
- Staff shall conduct inspections of SAR vehicles or equipment and any animals or livestock prior to the training evolution.

7 – Safety Equipment

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.
- Portable lighting equipment.

- Staff shall inspect specialized equipment prior to the training exercise.

8 - Communications Equipment

Presenters shall provide communications equipment for students or student groups that will be physically separated during search and rescue training.

- Communications equipment will not only provide a measure of safety, but also adds realism to the training exercise.
- Instructors should use the Incident Command System (ICS) to coordinate and track individual student activities and movements.

9 – Equipment Precautions

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 specific to the training task.
- 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.

10 – Equipment Inspections

Specialized equipment shall be inspected regularly by the instructors 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.
- Items constructed of ballistic nylon and similar synthetic materials are especially susceptible to chemical contaminants, sun, and weather. These items shall be checked frequently to ensure their integrity.
- Ropes are, by their intended use, particularly susceptible to damage and shall be inspected and replaced according to industry standards.

11 - Demand Oxygen Systems

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 - Recompression Chamber Facilities

The instructors 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.

13 – Instructor Knowledge

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.

13

Tactical Airborne Operations Training

NOTE **- All tactical airborne operations training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Training Site Selection

Prior to any airborne operations training, a qualified member of the aircrew shall conduct a comprehensive site survey. The following factors shall be considered when selecting landing sites and facilities for the delivery of airborne operations training:

- Type and number of aircraft that can safely operate within the designated landing/flight zone.
- 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 projectile 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.

2 – Monitoring Site Conditions

The instructors shall continuously monitor facility and landing site 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.

3 – Safety Rules and Equipment

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.

4 – Airworthiness

Aircraft used in training are often not owned or operated directly by the presenter.

- All applicable airworthiness and registration information shall be made available to the presenter.
- Maintenance of the aircraft and its systems shall be the responsibility of the airborne operations unit or contractor.
- The airborne unit shall be prepared to furnish evidence (an aircraft logbook or otherwise) of the currency of required maintenance inspections and airworthiness to the presenter.

5 - Personal Protective Equipment

Students participating in airborne operations training shall be required to use personal protective equipment as specified by the presenter or the aircrew.

- Protective equipment may vary according to the task at hand.
- Personal protective gear shall consist, at a minimum, of the following:
  - Long sleeved shirt and pants
  - Sturdy boots
  - Protective helmet – UIAA approved
  - Fire retardant gloves
  - Eye protection
  - Hearing protection
- Additional items to consider are knee and elbow pads, Nomex flight suits, and specialized gloves for rappelling or fast-rope operations.

6 - First Aid and Fire Suppression

Presenters shall ensure that proper first aid and fire suppression considerations have been made.

- In all cases, trained personnel and adequate first aid/trauma 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.
- Some advanced training scenarios, such as rappelling or fast-roping, typically require a dedicated vehicle for medical transport and on-site EMT support.
- Remote areas might preclude the availability of extinguishing agents separate of those carried on the aircraft as a matter of routine.

7 - Emergency Communications

Emergency communications device(s) independent of the aircraft's communication system shall be readily accessible in the event of an emergency requiring outside assistance.

- 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.

8 – Contingency Plans

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.

- 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 should make periodic reports to the agency or entity in charge of implementing the SAR plan.

9 – Aircrew Qualifications

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

- At no time shall basic aircrew training be accomplished contemporaneously to tactical airborne operations training.
- All members of the aircrew shall act as instructors.
  - ▷ The spirit of this guideline is to ensure that the aircrews employed for such training are highly experienced and proficient, in addition to having the FAA required certifications appropriate for the type of aircraft used.
- Each member of the aircrew must have the necessary FAA certification.
- Each member of the aircrew 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.

- Members of the aircrew must be thoroughly 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.

10 - Safety Observers

Instructors not involved in on-going teaching shall be assigned the responsibility of safety observer.

- Safety observers shall ensure that all safety rules are being strictly followed.
- They shall conduct on-going inspections of the training and landing sites to identify any safety hazards.

11 – Special Safety Considerations

Certain tasks, such as rappelling, hoisting, STABO, and fast-roping from a helicopter, suggest a substantial instructors commitment to ensure participant safety.

- This may entail the need to supervise both ground and air operations as well as to deploy safety observers.
- An open communications link between ground personnel and the aircrew is essential.

12 – Instructor/Aircrew Coordination

Prior to the use of aircraft in training, the instructors 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 stop-action protocols known to all members of the instructional team.
- Disciplined and cohesive action between members of the instructional team, ground personnel, and aircrews is imperative to ensure participant safety.

13 - Review of Safety Rules

General airborne operations, the presenter's safety policies, and the airborne operation unit's safety rules and emergency procedures 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.

14 - Pre-Training Inspections

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.
- 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 and inspection by the aircrew, instructors, and the presenter.
- Determination as to what is or is not permissible rests with the instructors and aircrew.
  - ▹ The pilot in command is the final authority in the event of a conflict of policy or procedures.

15 - Instructor/Aircrew Communication

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

- Any involved personnel, including instructors, aircrew, and students, shall be familiar with radio procedures to initiate a "stop action" if a hazard is observed or perceived.
- The presenter and pilot in command will determine when it is safe to continue training after corrective actions have been taken.

16 – Approaching Aircraft

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.

17 – Carrying Firearms

Whenever long guns (rifles, shotguns, etc.) 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.

- Exceptions would be for advanced training scenarios that are pre-approved and facilitated by the aircrew and instructors.
- If long guns are carried on board, the muzzles shall be pointed toward the ground.
- 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.

18 - Airborne Firearms Training

Students engaged in airborne firearms training must be cognizant of the field of fire and receive intense supervision to ensure that all rounds land within the confines of the aerial gunnery range.

- 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.

19 - Configuring the Aircraft

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, harnesses and attachment points shall be inspected prior to and periodically throughout the training evolution.
  - ▹ Specialized equipment, such as a carabiner, sling harness, hoist pulley, and other items with moving parts shall be checked before and after each use.
  - ▹ Items constructed of ballistic nylon and similar synthetic materials are especially susceptible to chemical contaminants, sun, and weather. These items shall be checked frequently to ensure their integrity.
  - ▹ Ropes are, by their intended use, particularly susceptible to damage and shall be inspected and replaced according to industry standards.
  - ▹ The agency furnishing the ropes shall make a record of maintenance and inspection available to the presenter prior to training.

14

Equestrian Training

NOTE **- All equestrian training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Training Site Selection

The training site selected shall be appropriately situated, equipped, and of sufficient size for equestrian activities.

- Equestrian training shall be held 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.
- Presenters shall provide adequate space for staging of trailers and related support equipment.
- Space for tying, stabling, and caring for animals shall be available.
- Ground surfaces that both horses and students will be using shall be evaluated in terms of safety.
  - ▹ This is especially necessary with mounted training for crowd control and when engaged in unit movements and formations.
- 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.
- On-site first aid supplies should be adequate for both human and equine emergencies.

2 - Communication

The training site shall be 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 using 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.

3 - Lighting

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 and any point at the training site where an emergency is likely to occur.
  - This applies to the trailer area and any staging areas as well.

4 – Remote Training Sites

Equestrian training will occasionally occur in relatively remote areas.

- In these instances, presenters shall augment first aid/trauma kits with additional supplies appropriate to the types of injuries anticipated.
- It is recommended that radio and/or cellular communications be established and maintained throughout the training evolution.
- Rescue/EMT response units shall be specifically identified prior to training. Emergency routes shall be identified and communicated to staff before the event.

5 - Clothing and Footwear

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 should be considered.
- Jackets with snaps, rather than zippers or buttons, should 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.

6 - Protective Headgear

Use of an equestrian safety helmet is strongly encouraged.

- Head injuries can occur during any phase of training, whether on the ground or while riding.
  - Use of an equestrian helmet that meets or exceeds ASTM and SEI standards is recommended.
- Although the use of protective headgear is appropriate at any time, it is especially critical during higher risk evolutions involving:
  - Jumping
  - Firearms
  - Sensory exposure
  - Search and rescue operations
- Requirements for safety headgear shall be clearly identified in the course announcement and description.

7 - Tack

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:

- Student and equipment
- Horse and tack

8 - Equestrian Knife

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.

9 - Eye and Ear Protection

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.

10 – Horse Selection

Students must provide a mount that is suitable for police service and amenable to training.

- 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.
  - ▹ 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.

11 - Pre-Training Inspection

The instructors shall conduct a full pre-training inspection.

- This is intended to ensure that students have brought the correct clothing, safety equipment, tack, and a suitable mount as required.
- Regular and continuous inspections of gear and mount shall be part of the curriculum.

12 – Staging and Tie-Up

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.

13 - Cell Phones

Cell phones and pagers 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 should be discussed with the instructor prior to the training session.

14 - Unusual Occurrences

Specific safety procedures for dealing with unusual occurrences shall be reviewed immediately prior to each training activity.

- Students should 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.

15 - Fatigue Factors

Instructors shall be aware of fatigue factors that affect the ability of the student to perform safely.

- 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.

16 - Warm-Up Exercises

A warm-up routine 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
  - ▹ Instruction
  - ▹ Cool down and dismount

17 – Cool-Down Exercises

A cool-down routine for horse and rider shall be initiated at the end 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.

15

Off-Road Vehicle Training

NOTE - **All off-road vehicle training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Types of Vehicles

Off-road vehicle training guidelines are applicable to several different types of vehicles, including:

- 4WD SUV's, pick-up trucks, four-wheel all-terrain vehicles (ATV), and Moto-X (off-road) motorcycles.

2 – Training Site Selection

Precautions should be taken when conducting off-road training to avoid potential hazards presented by uninvolved vehicles and/or pedestrians. Course design and site selection shall address the following considerations:

- A course which is clearly mapped and marked.
- Accessibility of fire, rescue, and other emergency vehicles.
  - ▹ If the area selected for training is remote from medical facilities, a response plan shall be developed.
- Awareness of terrain that may promote vehicle rollovers.
- Cautions necessary when training the student to negotiate difficult terrain.
- Cautions necessary when training the student to operate the vehicle in a pursuit scenario.
- Off road courses that include higher speed and/or Code 3 type driver training should be conducted in restricted access areas to ensure no uninvolved vehicles or pedestrians are encountered during training.

3 – Monitoring Site Conditions

Instructors shall monitor weather and soil conditions at the training site.

- Staff shall check the weather forecast prior to the start of training and monitor changing weather conditions.
- 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.

4 – Vehicle Equipment

As a minimum standard, all vehicles used shall be properly equipped with the seat belt system provided by the vehicle manufacturer, or its equivalent.

Instructor vehicles used for off-road training in wild terrain shall, at minimum, be equipped with the following:

- Communication device(s) appropriate to the area.
- Fire extinguishers.
- First Aid Kit.
- Pry tool or rescue bar.
- Tow rope or winch.
- Shovel.

5 - Pre-Training Inspection

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

6 - Pre-Training Briefing

Prior to the use of vehicles in training, the instructors 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 vehicle limitations.

7 – Course Familiarity

Students should be encouraged to walk any obstacle or closed course before driving.

- The intent of this guideline is for the student to resolve any questions regarding course configuration, especially during the initial phase of their training.
- This may not be achievable if and when training advances to driving in wild terrain.

8 – Course Monitors

Instructors should consider the use of spotters to monitor course conditions and guide vehicle movement through rough terrain.

- The ability to monitor vehicle movement throughout the training site is fundamental to student safety.

9 – Safety Specific Instruction

Instructors shall provide specific direction regarding hazards and safety issues, including:

- 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.

- If winching is a part of the course, students shall be instructed in the risks that winching of vehicles can present to both students and staff.
  - ▷ Students shall be given instruction in proper winching techniques as well as the capabilities and limitations of these devices.
- Students shall be instructed to test water depths prior to initiating stream or water crossings.

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Scenario Training/ Testing & Event Simulations

NOTE **- All scenario training and event simulations presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Training Site Selection

Sites selected for scenario training/testing and event simulations shall minimize potential hazards.

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

2 – Instructor Qualifications

As discussed in Chapter 1 of these guidelines, instructors for specified tactical disciplines shall meet the instructor training requirements delineated in section 1070(b) of the California Code of Regulations *Minimum Training Standards for Instructors of POST-Certified Specialized Training*. Basic Course presenters shall be aware of scenario manager and scenario evaluator requirements in section 1071(c) of the California Code of Regulations *Minimum Training Standards for Regular Basic Course Academy Directors, Coordinators, Recruit Training Officers, and Scenario Manager and Evaluator*.

POST recommends for non-lethal-training ammunition scenarios (NLTA) (e.g., marking cartridges, projectile firing weapons, etc.) that instructors have successfully completed an NLTA Instructor course.

3 – Review of Safety Rules

Safety rules and precautions applicable to the particular tactical discipline or training task shall be reviewed prior to the application phase of training.

- Instructors shall provide students with a classroom orientation, scenario walk-thru, event simulation or other briefing prior to the actual training.
- Remind all involved or participating that everyone is responsible for safety and ensure they are knowledgeable on how to stop any unsafe situation.
- The use of a designated safety officer during dynamic or force-on-force training is recommended.

4 - Clothing and Equipment Inspection

Instructors shall conduct a pre-training inspection to ensure that students participating in scenario training and event simulations have the correct clothing and personal equipment required by the specific discipline or task to be taught.

- The equipment needed may vary. A pre-training inspection is intended to ensure that students have the proper equipment to safely perform the task at hand.
- 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 have the proper equipment to perform their task effectively.

5 – Controlled Access of Weapons

During scenario training, the possession of live weapons by participants, including firearms, less lethal munitions, chemical agents, electronic weapons, and edged weapons, shall be closely monitored and controlled by instructors.

- It is imperative that staff strictly control access of live weapons at the training site.
- A pre-training inspection of all participants, roll players and observers, including instructors, shall be conducted.
- It is recommended, whenever possible, that plastic/rubber, replica training weapons be utilized.

6 – Use of Firearms

Firearms, if used in scenario training and event simulations, 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.
  - ▹ Live-fire scenario exercises shall be closely monitored by instructors.
  - ▹ Under no circumstance shall live-fire be directed at or near participating students or other individuals.

7 - Weapon Safety Checks

Instructors 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 shall be conducted after lunch breaks, following transportation to remote ranges, or after other breaks in training 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, and other weaponry.

8 - Protective Equipment

Protective equipment shall be provided or required when marking cartridges, other projectile-firing weapons or blanks are employed in scenario training.

- Eye protection shall be required.
- Heavy clothing should be required when marking cartridges, or other projectile-firing weapons are utilized in training.
- Use of helmets, full-face shields, neck protection, ear coverings or ear protection (when appropriate), groin protection, body armor and heavy clothing are strongly encouraged depending on the type of ammunition being used.

9 – Distance Restrictions

Distance restrictions shall be established when blanks, marking cartridges, or projectile-firing weapons are used as a training aid.

- Virtually any firearm loaded with blanks, marking cartridges, or other projectiles, can become lethal if discharged within contact distance of a person. An adequate, safe distance to target is essential.

10 - Inspection of Props

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.

11 - Command and Control

When conducting a large-scale training event, such as Weapons of Mass Destruction (WMD) scenarios, which involves multiple agencies, the presenter, instructors, and coordinators shall establish and maintain an organized system of command and control.

- Pre-event briefings shall be conducted to ensure safe scenario execution.

12 - Special Safety Considerations

Presenters must evaluate what special considerations or precautions are warranted for the specific training scenario taking place. For example:

- The scenario may require speed limits on vehicle use.
- NBC (nuclear/biological/chemical) and explosive suits are cumbersome and increase the possibility of overheating and/or dehydration. Adequate water breaks should be scheduled.
- NBC/explosives suits will substantially reduce student ability to see or hear instructors, require supplemental communication methods.

13 - Role Players

Instructors shall conduct a briefing of role players before the commencement of scenario training or event simulations.

- Conduct an orientation of role players to the training environment.
- Role players and other support personnel involved in scenario training or event simulations shall be aware of applicable safety rules.
- Remind role players that discipline and self-control is fundamental to overall safety.

14 - Force Options Simulators

Force options simulator training may involve the use of a shoot-back cannon, a device that projects a plastic submunition towards the active trainee.

- If a shoot-back cannon is being utilized, all personnel in the training area shall wear eye protection. If not occurring in a confined room, it is recommended that netting be placed to capture the submunition within the active training area.
- Virtual Reality (VR) training creates a realistic immersive virtual environment without boundaries. A Safety officer should be present and within arms-reach to prevent injury to a student.
- The training environment should be large enough to be free of hazards, providing a safety buffer for students who may engage in dynamic movement.

NOTE – All Scenario Training and Events Simulations presenters and Instructors shall be familiar with the content of the following related POST guidelines:

- *SWAT Operational Guidelines and Standardized Training Recommendations*
- *Tactical Medicine: Operational Programs and Standardized Training Recommendations*
- *Model Respiratory Protection Program for Law Enforcement*

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Forensic Science & Crime Scene Investigation Training

NOTE **- All forensic science and crime scene investigation training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Forensic Science Defined

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.

2 - Forensic Science Training Hazards

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

- 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.

3 – Facility Limitations

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.

4 – Training Site Selection

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.
  - ▹ 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.

- 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 may require the need for a washroom facility close to the training site.

5 - Protective Equipment

Instructors shall ensure that students have access to serviceable protective equipment appropriate to the discipline to be taught or performed.

- Presenters and instructors shall anticipate potential hazards and provide or require sufficient personal safety equipment to protect each student.
- Protective eyewear and the appropriate gloves, for example, shall be required where students will handle hazardous chemicals or biological substances.

6 - Emergency Equipment

Presenters shall ensure that adequate emergency equipment is immediately accessible at the training facility.

- Safety equipment shall be available to handle individual and site 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

7 – Pre-Training Inspections

All equipment, including student-provided equipment, shall be inspected and approved for use by the instructors 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.

8 - Safety Reference Materials

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.

9 – High Risk Activities

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.

- Instruction shall be provided on any hazards associated with the specialized equipment or instrumentation prior to use by students.
  - For example, tasks performed while wearing an environmental suit or self-contained breathing apparatus are inherently tiring and create the potential for heat exhaustion.

10 - Student Fitness

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.

11 - Safety Codes and Regulations

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.

12 - Disposal of Hazardous Materials

Presenters shall be aware of local, state, and federal regulations concerning the disposal of hazardous waste materials used or generated in training.

- 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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Arson & Explosives Training

NOTE **- All arson and explosives training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Training Site Selection

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.
  - ▹ Smoke, gases, and noise generated during demonstrations should not encroach upon uninvolved personnel.
- The need for perimeter security.
  - ▹ To avoid interference from or hazards to uninvolved personnel.
- 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.

2 – Monitoring Site Conditions

The instructors shall continuously monitor site conditions to ensure potential safety hazards are identified and eliminated or mitigated.

- Changing 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.

3 - Radio Transmitters and Cellular Telephones

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.

4 - Safety Equipment

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, as will the appropriate safety equipment. For example:

- Handling of a Molotov cocktail or hypergolic device requires the use of fire retardant clothing (i.e. shirt, pants, gloves, and helmet with face shield).
- Noise caused by the ignition of some explosives requires hearing protection.

5 - Fire Suppression

The use of pyrotechnic devices, flammable substances, and explosive materials during the application phase of training necessitates that fire suppression equipment be readily accessible on site.

- Presenters shall ensure that the type, size, and capability of the fire suppression equipment is consistent with type and magnitude of the hazard anticipated. For example:
  - ▹ Training involving the controlled burning of a structure may necessitate onsite fire suppression personnel and apparatus.
  - ▹ Demonstration of a small hypergolic (i.e., ignition upon mixing of the elements) device in a restricted outdoor area may only require the presence of a handheld fire extinguisher.

6 - Instructor Qualifications

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

7 - Safety Officers

Presenters of arson and explosives training courses shall identify a designated safety officer whose exclusive responsibility is monitoring safety conditions at the training site.

- The safety officer does not need 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.

8- Pre-Training Inspections

The instructors shall conduct a pre-training inspection of the training site, training aids, props, and specialized equipment.

- Instructors 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.
- Any material, debris, or objects that could become projectiles when near a detonation should be evaluated and removed as needed.
- Instructors shall be aware of the potential for causing alarm or concern when detonating devices in an area that is adjacent to or near the public or other nearby training venues.
  - ▹ Consideration should be given to notifying allied law enforcement agencies that may operate in areas adjacent to the training site.
  - ▹ Consideration should be given to posting of perimeter personnel, appropriate signage, passing out flyers or other form of notification that could reduce concerns and complaints.

9 – Classroom Instruction

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 class-room creates an unnecessary risk to students and staff.
- Inert training devices shallbe 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.

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Waterborne Operations Training

NOTE **- All waterborne operations training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Training Area Selection

Training areas shall provide adequate docking facilities.

- Access to boat ramps, fueling facilities, and engine/hull repair facilities should be considered to minimize delays in training.

2 - Designated Safety Vessels

An appropriate number of safety vessels shall be deployed prior to the start of any training activities to ensure that the area is and remains free of visible hazards such as floating debris, other vessels, and swimmers.

- Safety vessels shall stay alert for hazards entering the training area, and have the ability to immediately stop action when necessary.

3 - Vessel Inspections

Presenters shall inspect all vessels prior to training to ensure the appropriate safety equipment is present and the vessel is seaworthy.

- The presenter may require additional safety items such as strobes and dye markers.
- First aid/trauma kits and other appropriate medical equipment shall be readily accessible during training operations.
- Fire extinguishers shall be readily accessible during training operations.
- Instructors will familiarize students with vessel safety equipment and its location prior to boat launch.

4 - Fueling Related Inspections

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.

5 - Personal Floatation Devices

All personnel participating in waterborne training must be equipped with a US Coast Guard approved personal floatation device (PFD).

- PFDs shall be inspected to ensure they are in serviceable condition prior to boat launch.

6 – Rescue Devices

All vessels shall be equipped with a rescue device such as a life-ring, other flotation devices, rescue lines, poles, etc. that can be deployed rapidly to assist in "man overboard" situations.

7 – Instructor Qualifications

Instructors shall have received previous training and have experience in the type of vessels to be used in training (i.e., personal water craft, utility boat, etc.).

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Electronic Weapons Training

NOTE **- All electronic weapons training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Electronic Weapons Defined

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

2 - Inadvertent Deployment

When the devices are deployed and activated, the risk of accidental contact and injury increases substantially.

- 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.
- The instructor shall ensure that students do not accidentally, inadvertently, or intentionally activate the weapons prior to supervised instruction.

3 - Medical Response Procedures

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.

4 - Classroom Instruction

Classroom instruction shall utilize inert training devices, slides, and other aids when possible.

- Introduction of a live device shall only occur following a thorough orientation.

5 – Precautions for Electronic Weapons

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

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Crowd Management, Intervention and Control Training

NOTE **- All crowd management, intervention and control training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Crowd Management Training

Training for crowd management 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.

- Training in crowd control may involve various units working in a cross divisional or multi-jurisdictional capacity.
- The intent of these guidelines is to safely advance the operational coordination of these units in training, in order to maximize operational efficiency in the event of actual deployment.

2 – Training Site Selection

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/trauma kit.
- Sufficient separation from the public to minimize or eliminate environmental hazards such as noise, smoke, or chemical agent drift.

3 - Personal Equipment

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.).

4 - Pre-Training Inspections

Instructors shall conduct a pre-training inspection to ensure that students participating in crowd control scenario training or event simulations have the correct clothing and personal equipment.

- The equipment needed may vary. A pre-training inspection is intended to ensure that students have the proper equipment to safely perform the task at hand.

- 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.
- The use of a designated safety officer during dynamic or force-on-force training is recommended.

5 – Controlled Access of Weapons

Instructors shall assess the nature of crowd control scenario training to determine the safety implications of participants possessing live weapons. Certain scenarios suggest the need to control access of live weapons at the training site. This may include firearms, less lethal munitions, chemical agents, impact weapons, electronic weapons, and edged weapons.

- It is recommended, whenever appropriate, that designated training weapons be utilized.

6- Review of Procedures

Instructors shall ensure that students are familiar with the procedures for safe operation of any personal equipment prior to the application phase.

- For example: How to correctly don and clear a gas mask.

7 – Instructor Qualifications

As discussed in Chapter 1 of these guidelines, instructors for specified tactical disciplines shall meet the instructor training requirements delineated in section 1070(b) of the California Code of Regulations *Minimum Training Standards for Instructors of POST-Certified Specialized Training*.

NOTE – All Crowd Management, Intervention and Control training presenters and Instructors shall be familiar with the content of the following related POST guidelines:

- ▹ *Crowd Management, Intervention and Control*
- ▹ *Model Respiratory Protection Program for Law Enforcement*

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Bicycle Training

NOTE - **All bicycle training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 – Training Site Selection

Course design and site selection shall address the following considerations:

- Site security/safety – when appropriate, consider restricting or limiting access to area(s) (cone pattern, parking area, etc.) to ensure that uninvolved vehicles and pedestrians do not present safety hazards.
- Minimum obstructions.
- Minimum interference with other training exercises.
- Minimum surface hazards and environmental factors.
- Accessibility by fire, rescue, and other emergency vehicles .
- Accessibility to drinking water, restroom facilities and first aid/trauma kit.

2 - Communications

If training is moved to more remote areas, instructors shall have communication equipment and additional site specific safety equipment available.

3 – Bicycle Inspections

Bicycles used for training shall be appropriate for law enforcement use, in good working order, adequately equipped, properly sized for each specific rider, and approved by the presenter. Instructors shall frequently inspect brakes, wheels, tires, suspension components, chain, cables and related bicycle equipment.

- Bicycle components can wear unpredictably or become stressed to a degree that failure is possible.
- Routine inspection and regular parts replacement is fundamental to any bicycle training program.
- Tire pressure shall be checked regularly.

4 - Safety Equipment

Presenters shall require students to use approved safety equipment including helmets, and 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 standards or standards of the U.S. Consumer Products Safety Commission (CPSC).

5 – Use of Electric Bicycles (E-Bikes)

- If electric bicycles are authorized for use in any type of bicycle training, they shall comply with the California Vehicle Code.

6– Special Safety Considerations

- Presenters conducting offsite group rides or other training should consider the use of a support vehicle equipped with radio communications, extra drinking water/electrolytes, first aid/trauma kit, bicycle tools (e.g., floor pump, spare tubes, and tool kit), and spare duty bicycles.

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Respiratory & Personal Protective Equipment Training

NOTE **- All respiratory and personal protective equipment training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Respiratory and Personal Protective Equipment Training

This section applies 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.

- For reference, the *POST 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).

2 - Training Site Selection

Instructors shall conduct a comprehensive site survey to determine any potential hazards.

- 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 presenters from developing training of a high degree of complexity in replication of reality-based scenarios. The intent is to facilitate student safety awareness.
- 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.

3 – Monitoring Site Conditions

The instructors shall monitor 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.

- Exterior training site conditions can change quickly
  - ▷ Staff shall check the weather forecast prior to the start of training and monitor changing weather conditions.

4 - Monitoring Students

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.

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.

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.

5 - Conformance with Applicable Regulations

Respiratory and personal protective equipment training shall be conducted in conformance with applicable regulations. 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 *POST Model Respiratory Protection Program for Law Enforcement*.

NOTE - All respiratory and personal protective equipment training presenters and Instructors shall be familiar with the content of the following related POST guidelines:

- *Model Respiratory Protection Program for Law Enforcement*

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Unmanned Aerial Vehicles

NOTE **- All unmanned aerial vehicle training presenters and instructors must thoroughly familiarize themselves with the guidelines for general safety rules contained within Chapter 1 prior to reviewing the topic specific guidelines in this chapter. Chapter 1 contains essential information on safety policies, facilities, instructor qualifications, instructor to student ratios and more.**

1 - Unmanned Aerial Vehicles

Flying Unmanned Aerial Vehicles (UAV) or small Unmanned Aircraft Systems (sUAS) poses unique safety concerns that must be mitigated during training exercises.

- Awareness of the potential hazards by all personnel involved in the training (e.g. students, instructors, observers, and monitors) is essential.
- Those involved must avoid the 5 hazardous attitudes of pilots (anti-authority, impulsivity, invulnerability, macho, and resignation) as described by the U.S. Federal Aviation Administration (FAA).

2 - Basic Safety Guidelines

Basic safety guidelines for unmanned aerial vehicle training includes:

- No aircraft shall be handled while a remote control is being held by any participant.
- All participants shall stay at least 10 feet away from any aircraft once it is armed.
- Flying area shall be posted with signs indicating UAV operations are in progress.
- Electronic barriers contained within the remote control should be set to prevent fly-aways.
- To ensure proper control of the UAV when flying "line of sight," instructors should consider having students ensure aircraft is "tail toward pilot" during flight.
- If a student gets disoriented, they should Stop, Orient, Assess, and Respond to regain control of the aircraft.
- Propeller guards shall be used for any obstacle scenarios.

3 - Instructor Qualifications

A remote pilot, certified with a small UAS rating in compliance with *Code of Federal Regulations Part 107—Small Unmanned Aircraft Systems*, must be present at each flying station.

4 - Pre-Flight Safety Briefing

A safety briefing shall be conducted prior to any flight training operations to include:

- A weather briefing.
- An aviation risk assessment.

5 - Command to Land Aircraft

The command to land aircraft shall be used anytime a situation is deemed hazardous.

- This command may be given by any of the participants or observers.
- When given, every participant shall cease all activity and land the aircraft they are operating as soon as possible.
- The instructor shall advise when it is clear to resume the drill or scenario.

Appendix A - Glossary

Active Student or Active Participant - Differentiates the student who is actually engaged in a manipulative 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 manipulative 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.

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

Classroom Phase - The lecture instructional component of manipulative 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 designed 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"

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 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.

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.

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 - Scenario, role-play, or similar exercise where students are expected to practice a tactical/emergency response to a field problem under controlled training or testing conditions.

Facility (Training) - Location where law enforcement training occurs. The term "facility" generally refers to a permanent or fixed training location. The term "site" can be interchangeable with this expression but may also refer to a temporary training area.

Field Application - See "Application Phase"

Flammables - Any material that is easily ignited.

Flash-Bang - A term used interchangeably with 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."

Forensic Science Training - Training in a laboratory environment or field setting relating to the application of science to law enforcement. This includes: 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."

Gas Mask - A respiratory protection device designed to filter particulate chemical agent substances.

Hypergolic - Two or more chemical compounds which, when mixed together, spontaneously ignite.

Immediately Available - Indicates an object that is immediately retrievable or immediately at-hand. Used primarily in reference to first aid kits, fire extinguishers, etc., at training sites. See "Readily Accessible."

Incendiaries - Materials or chemicals that are associated with starting or accelerating the burning process.

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.

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 - Those persons responsible for the presentation of the course curriculum and exercise functional supervision over students while engaged in training.

Instructor-to-Student Ratio or Scenario Evaluator-to-Student Ratio - The number of instructors/scenario evaluators in direct proportion to the number of students engaged in training/testing.

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.

Orientation Training - See "Initial Training."

Outrigger - Wheels and hydraulic system components of the Skidcar Platform that extend beyond the sides of the training vehicle.

Overpressurization - 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 closely confined area.

Paint Gun - A non-lethal 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 who are engaged in a manipulative skills training activity. Students directly engaged in the training application are deemed to be "Active."

Personal Protective Equipment – Forensic/Hazmat Context: Describes items used by individuals to provide protection from hazards inherent to forensic or hazmat related 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.

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 also refers to physical conditioning, physical agility, and cardio-vascular fitness training.

Projectile - Any launched or thrown chemical agent munition, less lethal, or lethal ballistic object commonly discharged from a firearm.

Pursuit Intervention Technique (PIT) - Acronym in common usage for, where the law enforcement vehicle applies contact force to the rear quarter-panel of the target (suspect) vehicle to affect a 180-degree rear wheel skid, immobilizing the target vehicle for subsequent blocking and capture procedures.

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

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 in close proximity and easily retrievable. Used primarily 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.

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 practice tactical/emergency 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.

Site (Training) - Location where law enforcement training occurs. The term "site" generally refers to a temporary training area. The term "facility" can be interchangeable with this expression, but most often refers to a permanent or fixed training location.

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 Training (EVOC).

Skill Review - See "Refresher Training"

Soft Projectile-Firing Weapon - A firearm or other device designed to discharge a non-lethal projectile, foam or wax pellet, marking cartridge or similar substance which is used during tactical event training scenarios.

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 Range master.

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 diversionary devices. 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 and exercises, use of diversified equipment, and other disciplines which enable personnel to safely resolve the situation confronting them.

Teargas - A generic term currently referenced in California Law (P.C. 12403) to denote several varieties of less-than-lethal 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 Facility – Location where law enforcement training occurs. The term "facility" generally refers to a permanent or fixed training location. The term "site" can be interchangeable with this expression but may also refer to a temporary training area.

Training Site – Location where law enforcement training occurs. The term "site" generally refers to a temporary training area. The term "facility" can be interchangeable with this expression, but most often refers to a permanent or fixed training location.

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 and health 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"

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Appendix B - Suggested Steps for Developing a Safety Policy

The following are suggested steps for presenters to take when developing a student safety policy for courses involving manipulative skills training. Prior to developing a safety policy, presenters shall thoroughly familiarize themselves with Chapter 1 – General Safety Guidelines. The steps listed below provide reference to further resources contained within these guidelines that should be utilized in safety policy development.

1. Identify potential hazards associated with the individual course of training which could result in injury.
2. Develop course specific safety rules for each manipulative skill that will be taught and/or exercised during the course of training.
3. Identify potential hazards associated with the individual training site or facility used which could result in injury.
4. Develop site specific safety rules for each training site or facility used.
5. Determine the minimum instructor qualifications for each manipulative skill that will be taught and/or exercised during the course of training. Review the resumes of each instructor used to ensure adequacy of background and experience.
6. Identify instructor-to-student ratios for each manipulative skill that will be taught and/or exercised during the course of training. Where appropriate, differentiate ratios for the supervision of passive students, students actively participating in a manipulative training activity and students engaged in high risk training activities.
7. Develop a checklist for each course and/or each training site to ensure that the necessary equipment and facilities to deliver safe training are available.
8. Develop an inspection schedule for training sites and equipment to ensure serviceability and conformance to specific safety requirements.
9. Develop specific procedures for responding to a student injury.

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Appendix C – Assessing Instructor-to-Student and Scenario Evaluator-to-Student Ratios

One of the primary means for mitigating the risk of injury that may occur during manipulative skills training is careful supervision of the students involved. This requires appropriate instructor-to-student ratios.

Appropriate instructor-to-student ratios shall:

- Ensure adequate supervision of students.
- Be objectively reasonable under the given training circumstance.
- Vary depending on the specifics of the training activity, the relative danger to the student, and the student's experience level.
- Allow the instructor to adequately observe student participation while being alert for activities that present potential for student injury.
- Be sufficient to enable the instructor to immediately stop action when a safety breach is observed, or other problem occurs.
- Establishing appropriate instructor-to-student ratios requires an analysis of:
- Relative risk of the training activity – low, moderate, or high
  - ▹ Each activity within a course of training must be independently evaluated as to the level of intensity, pace, hazards, and potential for injury. Ratios will vary accordingly. (See examples of high-risk training activities below.)
- Students' experience level and familiarity with the subject - Introductory, refresher, advanced, instructor-level.
- Experience level of the instructors - New and inexperienced versus tenured expert.
- Factors associated with the layout or design of the training facility or site - Line of sight impediments, lighting, surface obstacles/tripping hazards, communication capability, etc.

High-risk training includes activities in which injuries could occur easily and/or any injuries could be serious in nature. Examples of high-risk training activities that suggest the need for intense student supervision and may require instructor-to-student ratios as low as one to one include but are not limited to:

- Tactical or moving courses of fire.
- Pursuit driving, Code 3 response and PIT maneuvers.
- Motorcycle exercises requiring difficult maneuvers with an increased degree of risk.
- Bicycle exercises requiring difficult maneuvers with an increased degree of risk.
- Rappelling or fast-roping.
- Defensive Tactics requiring complex movements with an increased degree of risk; e.g., takedowns, ground fighting techniques, etc.
- "Combat" scenarios, intended to induce cardiovascular and emotional stress.

- Application of electronic weapons.
- Deploying a diversionary device.
- Detonation of explosives.
- Canine handler protection exercises.
- Reality-based training exercises (SWAT, Crowd Control, etc.).
- Waterborne tactical boarding operations.
- Equestrian nuisance training.
- Forensic tasks involving chemical processes.

An evaluation of each training activity shall thoroughly assess the factors listed below, as well as any other factors unique to that specific training activity, to provide justification for the ratio of instructors to students. A reassessment of instructor-to-student ratios shall be initiated whenever curriculum changes are proposed, or course activities are otherwise modified. Some presenters may find it helpful to conduct their analysis by starting with an assumption of a one-on-one instructor-to-student ratio and "work backwards," only decreasing supervision levels when it would be objectively reasonable to do so.

Factors that individually or collectively warrant an increase in the instructor to student ratio and may require one-on-one supervision:

- Injury may or could easily occur.
- Anticipated severity of any potential injury is moderate to serious.
- Students have no prior training or experience with the subject matter.
- Instructors are new and inexperienced teaching the subject matter.
- The training facility or site characteristics necessitate closer supervision.

Factors that may warrant a decrease in the instructor to student ratio:

- Injury is unlikely to occur.
- Anticipated severity of any potential injury is minor.
- Students have prior training and experience with the subject matter.
- Instructors are experienced, tenured trainers with the subject matter.
- The training facility or site does not have characteristics that would necessitate closer supervision.

Appendix D – Facility and Equipment Checklist

This sample checklist may assist 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. The examples provided are not inclusive. Presenters should refer to the relevant topic-specific chapter(s) for each manipulative skill that will be taught and/or exercised during the course of training.

1. **Safety Equipment Examples**
   a. First aid/trauma supplies for injuries associated with the training activity or site
   b. AED
   c. Fire extinguishers appropriate for kind of fire hazard anticipated
   d. EMS / fire response capability
   e. Decontamination equipment
   f. Water rescue devices
   g. Hazmat disposal
2. **Classroom Examples**
   a. Adequate seating
   b. Adequate climate control
   c. Adequate lighting
   d. Power plugs
   e. Presentation board
3. **Training Room Examples**
   a. Adequate space for training activity involved
   b. Adequate ventilation
   c. Adequate lighting
   d. Mats cleaned, in good repair, with no "mat gap"
   e. Fitness equipment maintenance and inspections
   f. Cleaner / disinfectants
4. **Outdoor Training Site Examples**
   a. Adequate space for training activity involved
   b. Perimeter security
   c. Staging area
   d. Portable lighting equipment
   e. Bystanders
   f. Distractions
   g. Obstacles

h. Surface conditions
i. Environmental concerns
j. Hazmat considerations
k. Land / water hazards
l. Traffic hazards

5. Range Examples

a. Perimeter security
b. Adequate bullet impact area
c. Ricochet hazards mitigated
d. Safety of reactive targets
e. Personal protective equipment
f. Pre-use inspection of "hot zone"
g. "Hot range" notification signal capability
h. Proper ventilation - indoor range
i. Adequate lighting - indoor range
j. Conformance with EPA and Cal/OSHA standards for health hazards

6. Tactical / K-9 / Chemical Agents / Scenario Training Examples

a. Perimeter security
b. Warning signs for perimeter
c. Staging area
d. Pre-inspection to ensure area is clear
e. Weapon safety checks
f. Personal protective equipment
g. Distractions
h. Decontamination supplies and equipment
i. Hazmat considerations
j. Pre-event notification

7. Communications Examples

a. Cellular capability
b. Land line telephone
c. Public address system
d. Radio system

8. **Comfort Resources and Facilities Examples**
    a. Drinking water
    b. Shade or shelter depending on environmental conditions
    c. Restrooms
    d. Washroom – showers
9. **Clothing / Footwear / Personal Protective Equipment Examples**
    a. Clothing appropriate for the training activity
    b. Footwear appropriate for the training activity
    c. Eye protection
    d. Hearing protection
    e. Hand protection
    f. Ballistic armor
    g. Protective headgear
    h. Respiratory equipment
    i. Specialized protective clothing
    j. Personal floatation devices
    k. Ropes and harnesses
    l. SCUBA equipment
10. **Driver Training Examples**
    a. Perimeter security
    b. Vehicle maintenance and inspections
    c. Restraint systems in vehicles
    d. DOT approved helmets
    e. Roll bars and harness systems for high speed/pursuit training
    f. Pry tools or rescue bar
    g. Pre-use inspection of driving surfaces, etc. for obstructions/hazards
    h. Weather considerations