

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Equipment List:

- Range TV
- Range speakers
- Range laptop
- (8) Student tables
- (24) Student Chairs
- First Aid Kit/AED
- (24) Eye protection
- (24) Sets of Simunition gear
- (24) Taser 7
- (24) Taser 7 batteries
- (24) Taser 7 Inert CQ Cartridges
- (24) Taser 7 Inert SO Cartridges
- (24) Taser 7 HALT CQ Cartridges
- (24) Taser 7 HALT SO Cartridges
- (48) Taser 7 Live CQ Cartridges
- (48) Taser 7 Live SO Cartridges
- (24) Simunition pistols
- (50) Simunition mags with Sim rounds
 - Mags loaded with 2-5 Sim rounds
- (2) Simunition pistols Range/Parking lot
- (2) Simunition mags with Sim rounds Parking lot
 - Mags loaded with Sim rounds
 - Mags loaded with loud blanks
- (1) Pepperball Launcher w/inert (backpack unloaded) Sim house/Range/Parking lot
- (1) 40mm Launchers w/ Sim rounds Sim house/Range/Parking lot
- (5) CEW suits
- (2) Fake Machete
- (2) Fake Hatchets Sim house/Range
- (2) Sim pistol Range
- (6) Stadium marked patrol cars (Stored at range) Parking lot
- (3) Unmarked cars (Range & Training Trucks) Parking lot
- (5) Training signs Parking lot
- (4) Pop up tents
- (18) PVC walls
- (2) Caution tape
- (5) Duct/blue tape (green, teal, black, blue, & red)
- (24) Training TQs
- (18) Eye masks
- (2) Coolers
- (100) Bottled water
- (5) 5-gallon buckets

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JULY AOT INSTRUCTORS

7/10/22: Rob, Tom, Kyle, Carlo, DJ

07/11/22: Rob, Tom, Kyle, Carlo, DJ

07/12/22: Rob, Tom, Kyle, Carlo,

07/15/22: Rob, Tom, Kyle, Carlo, DJ

07/18/22: Rob, Tom, Kyle,

07/20/22: Rob, Tom, Kyle,

07/21/22: Rob, Tom, Kyle, DJ

JULY AOT ROLE PLAYERS

7/10/22: Deger, Stek, Matt

07/11/22: Sitler, Matt, Rob

07/12/22: Deger, Matt, Rob G

07/15/22: Revay, Deger, Stek (1st half of day)

07/18/22: Sitler, Revay, Raymaker

07/20/22: Revay, Raymaker, Gacayan

07/21/22: Revay, Raymaker, Gacayan

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Student Objectives:

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- B. Analyze and evaluate their legal duty to intercede and report excessive force to a superior officer.
- C. Apply and evaluate the legal standard of *objectively reasonable force* to the use of force.
- D. Evaluate and explain the responsibilities of a supervisor in a use of force incident.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- F. Describe the POST guidelines for the use of deadly force and explain how the guidelines may influence their department policy.
- G. Describe their obligation related to state-required reporting mandated by California Government Code § 12525.2.
- H. Demonstrate and assess de-escalation and interpersonal communications skills intended to avoid escalating situations and mitigate elevated events.
- I. Articulate how human implicit and explicit biases may impact policing, and how officer self-awareness and cultural competency may lessen these effects.
- J. Demonstrate and assess de-escalation and interpersonal communications skills intended to effectively, safely, and respectfully interact with people having disabilities or behavioral health issues.
- K. Assess their response to scenarios including simulations of low-frequency, high-risk situations and calls for service, shoot-or-don't-shoot situations, and real-time force option decision-making.
- L. Distinguish alternatives to the use of deadly force and physical force, including de-escalation tactics and less lethal alternatives that are part of the decision-making process leading up to the consideration of deadly force.
- M. Describe policing considerations related to mental health, including bias and stigma.
- N. Describe how public service, such as the rendering of first aid following a use of force incident, may contribute to increased trust and reduce conflicts between officers and their communities.
- O. Demonstrate the understanding of Department Policy in regard to CEW deployment.
- P. Complete Axon's online user exam before attendance.

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Safety Plan:

- A. All live weapons will be removed from training area
- B. Force on force training areas will be designated by signage
- C. Students, instructors, & role players will be double safety checked for any/all weapons prior to any force on force training
- D. “Blue guns,” Airsoft, Simunition, and/or less lethal weapons may be used
- E. Training site layout & safety concerns
- F. Safe areas
- G. Protective equipment will be worn during force on force (Sim rounds – Full Sim gear used)
- H. Firearm & less lethal launcher safety rules
 - Treat firearms/launchers as if they are loaded & never assume condition or ability to function.
 - Never point firearm/launcher at anyone or anything you do not intend to shoot or deploy less lethal munitions against.
 - Keep your finger straight and/or off the trigger with safety on/activated until conscious decision is made to go up on target and deploy less lethal munitions.
 - Always be aware of your foreground, target, backstop, and the environment around you.
 - Be sure to visually and physically inspect that the designated less lethal launcher is only loaded with the designated less lethal munition. The operator must reverify if the less lethal launcher has been out of the operator’s control.
 - To avoid “sympathetic fire,” verbally communicate when less lethal munitions are about to be deployed.
- I. Additional safety rules
 - Do not catch a falling weapon
 - Do not walk in front of or behind the firing line while shooters are firing
 - Everybody is a safety officer and call “cease fire” if they see a safety issue
- J. Location of trauma & first aid kit
- K. Injured Officer Procedure
 - Serious Injury
 - Role of Lead Instructor
 - Supervising immediate actions of instructors/students
 - Role of Instructors
 - Medical Aid
 - Communications
 - Reporting to instructors
 - Call local dispatch for medical aid
 - Contact on duty supervisor
 - Contact training coordinator & POST rep
 - Secure all firearms and/or weapons
 - Minor Injury
 - Student notify instructor of any injuries for immediate first aid
 - Transport to urgent care if minor injury requires further treatment
 - Notify on duty supervisor if injury requires medical attention

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Equipment for Safety Check:

- (24) Eye protection
- (24) Training Tourniquet
- Roster
- Sharpie
- Blue Tape
- (1) 5-gallon bucket

Safety Searches:

- A. Upon arrival officers will store their duty pistols, magazines, and any other weapon other than their CEW into a secured range locker.
- B. Instructors will tell each officer what their locker number is.
- C. Instructors will place a green piece of duct tape (with locker # on it) on the right side of the officer's chest symbolizing they have been double checked.
- D. Officers will be allowed to keep their CEW (**no batteries or cartridges**).
- E. Each officer will be double checked for weapons before entering the range
- F. 1st safety check will be at the door entering the control room
- G. 2nd check will be at the last door entering the range at the 50-yard line.
- H. Officers will be reminded not to leave the training facility without being escorted by an instructor or they will need to be double checked before re-entering the range.

Gear Issued at 45 Yard Line:

- A. Each officer will be issued a Simunition pistol
- B. Each officer will have their CEW (X26P)
- C. Each officer will be issued eye protection
- D. Less lethal tools (ie Pepperball or 40mm launcher) will be clearly marked as empty

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Itinerary:

0700 – Safety Check/Collect X26P/Issue Taser 7/Set Up Holster	60 min
0800 – Taser 7 PowerPoint/Lecture CEW Policy and Axon User recommendations SB 230 & Intercede, & 1 st Aid	60 min
0900 – Manipulation Drills	60 min
<ul style="list-style-type: none"> • Inert cartridges • Beginning of shift routine, function/spark test • Sights/lasers • Draw stroke • CQ/SO Distances • CQ/SO tilt • Close quarter/“rock & lock position” 	
1000 – Quals/Close Quarter & Transition Drills/Halt Suit (3 Groups)	60 min
Lane #1 (25yd line) Quals	
Lane #2 (Sim house) CQ & transition drills	
Lane #3 (50yd line) Halt suit drills	
1100 – Lunch	60 min
1200 – Safety Check	15 min
1215 – Split into 4 groups (each group will rotate through each station)	
Lane #1 (Sim house) Scenarios #1-4	60 min
Lane #2 (50yd) Scenarios #5-8	60 min
Lane #3 (Parking Lot) Scenarios #9-10	30 min
Lane #4 (Parking Lot) Scenarios #11-12	30 min
1700 – End of Training Day	

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Equipment for Power Point & Demonstration:

- (1) X26P Taser
- (3) X26P Cartridges
- (1) Taser 7
- (1) Taser 7 battery
- (2) Taser 7 Live 3-degree cartridge (black/gray)
- (2) Taser 7 Live 12-degree cartridge (black/black)
- (5) Taser targets
- Blue Tape (5', 15', & 25')
- Allen wrenches
- Phillips screwdriver
- Extra screws & bolts
- Blue Loctite
- Alcohol
- () Taser 7 handles
- () Taser 7 batteries
- () Taser 7 Inert CQ cartridges
- () Taser 7 Inert SO cartridges
- (4) 5-gallon bucket

X26 & Taser 7 Return & Set Up:

(60 min during evidence presentation)

- X26 safety measures
 1. X26 batteries taken out at lockers
 2. X26 cartridges taken out at lockers
 3. No live X26
- X26 return
 1. X26 holsters & Tasers return
 - Verify serial numbers on X26
 - Disassemble any drop mount holsters for X26's
 - Allen wrench
 - Phillips screwdriver
 - Blue Loctite
 - Alcohol
 - Extra screws/bolts
- Taser 7 Holster set up
 1. Support side draw
 2. Issue Taser 7 handles

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Power Point Demonstration:

(5 min)

- X26P vs Taser 7 demonstration drill
- 1. X26P vs Taser 7 instructor demo

(10 min)

- 5' from target
 - X26P
 - Single laser
 - Taser 7
 - Dual laser (CQ)
 - Focus on accuracy of the laser
 - Focus on spread with (CQ) cartridge
- 15' from target
 - X26P
 - Single laser
 - Taser 7
 - Dual laser (CQ)
 - Focus on accuracy of the laser
 - Focus on spread with (CQ) cartridge
- 15' from target
 - X26P
 - Single laser
 - Taser 7
 - Dual laser (SO)
 - Focus on accuracy of the laser
 - Focus on spread with (SO) cartridge
- 25' from target
 - X26P
 - Single laser
 - Taser 7
 - Dual laser (SO)
 - Focus on accuracy of the laser
 - Focus on spread with (SO) cartridge
- 50' from target
 - X26P
 - Wire does not break
 - Probe bounces back
 - Taser 7
 - Wire most likely break
 - Up to 80"+

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Equipment for Dry Fire Manipulation Drills:

- () Taser 7
- () Taser 7 Inert 3-degree cartridge (red/gray)
- () Taser 7 Inert 12-degree cartridge (red/black)
- () Eye protection
- (6) Hanging rubber targets
- (5) Taser targets
- Blue Tape (5', 15', & 25')
- (6) Laminated CID reference charts
- (6) Laminated cartridge reference charts
- (6) Laminated Command & Action charts

Dry Fire Manipulation Drills (20 Students):

(60 min)

- Facing side of range
 1. 20 students with:
 - Holstered Taser 7
 - Taser 7 battery
 - Taser 7 inert 12- & 3-degree cartridge

- Nomenclature drills (10 min)
 1. Load & unload battery
 - Docking
 2. Load & unload cartridges
 - Cartridge set up
 - Markings/identification
 3. Safety switch
 - Ambidextrous safety switch
 - Down = safe
 - Up = armed
 - Thumb activation
 - Shift grip to activate safety (smaller hands)
 - Switch Sides (left & right hand)
 4. CID display
 - Battery status or errors
 - Cartridges loaded, deployed, or errors
 - Weapon errors
 5. Arc switch & trigger
 - Spark test (support hand does all the work)
 - Grip with two hands
 - Index finger vs support thumb
 - Switch Sides (left & right hand)
 - Re-energize
 6. Tilt feature (Close Quarter vs Stand Off)
 - 90-degree tilt

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- Switch Sides (left & right hand)
- 7. Trigger activation
 - Trigger activation
 - Button vs traditional trigger
 - Taser, Taser, Taser
 - Re-energize
 - Switch Sides (left & right hand)

- Draw stroke drills (50 min)
 1. Draw stroke (**Command** – Action) 2-3 reps 5'
 - **Draw** – Draw from holster
 - **Arm** – De-activate safety
 - **Make Safe** – Activate safety
 - **Holster** – Holster
 2. Draw stroke switch to other hand (**Command** – Action) 2-3 reps 5'
 - **Draw** – Draw from holster
 - **Switch Sides** – Switch to other hand
 - **Arm** – De-activate safety
 - **Make Safe** – Activate safety
 - **Holster** – Switch to other side and holster
 3. Spark test drill (Command – Action) 2-3 reps 5'
 - **Draw** – Draw from holster
 - **Arm** – De-activate safety
 - **Arc** – Use other hand to activate Arc
 - **Make Safe** – Activate safety
 - **Holster** – Holster
 4. Warning Arc drill (**Command** – Action) 2-3 reps 5'
 - **Draw** – Draw from holster
 - **Arm** – De-activate safety
 - **Commands** – Police, don't move or you will be Tased
 - **Arc** – Use other hand to activate Arc
 - **Make Safe** – Activate safety
 - **Holster** – Holster
 5. Warning Arc drill switch to other hand (**Command** – Action) 2-3 reps 5'
 - **Draw** – Draw from holster
 - **Switch Sides** – Switch to other hand
 - **Arm** – De-activate safety
 - **Commands** – Police, don't move or you will be Tased
 - **Arc** – Use other hand to activate Arc
 - **Make Safe** – Activate safety
 - **Holster** – Switch to other hand and holster
 6. Close Quarter aiming drill (**Command** – Action) 2-3 reps 5'-15'
 - **Draw** – Draw from holster
 - **Arm** – De-activate safety
 - **Aim** – Aim at preferred target zone (note hip check & laser positioning)
 - **Commands** – Police, don't move or you will be Tased
 - **Warn** – Taser, Taser, Taser

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- **Deploy** – Press trigger
 - **Commands** – Police, don't move or you will be Tased again
 - **Re-energize** – Use other hand to activate Arc
 - **Make Safe** – Activate safety
 - **Holster** – Holster
 - OR
 - **Threat** – Draw from holster, de-activate safety, aim, commands, warn, & deploy
 - **Make Safe** – Activate safety
 - **Holster** – Holster
7. Close Quarter aiming drill switch to other hand (**Command** – Action) 2-3 reps 5'-15'
- **Draw** – Draw from holster
 - **Switch Sides** – Switch to other hand
 - **Arm** – De-activate safety
 - **Aim** – Aim at preferred target zone (note hip check & laser positioning)
 - **Commands** – Police, don't move or you will be Tased
 - **Warn** – Taser, Taser, Taser
 - **Deploy** – Press trigger
 - **Commands** – Police, don't move or you will be Tased again
 - **Re-energize** – Use other hand to activate Arc
 - **Make Safe** – Activate safety
 - **Holster** – Switch to other side and holster
 - OR
 - **Draw** – Draw from holster
 - **Switch Sides** – Switch to other hand
 - **Threat** – De-activate safety, aim, commands, warn, & deploy
 - **Make Safe** – Activate safety
 - **Holster** – Switch to other side and holster
8. Stand Off tilt aiming drill (**Command** – Action) 2-3 reps 15'-25'
- **Draw** – Draw from holster
 - **Arm** – De-activate safety
 - **Tilt** – 90-degree tilt (verify w/laser or CID bay)
 - **Aim** – Aim at preferred target zone (note hip check & laser positioning)
 - **Commands** – Police, don't move or you will be Tased
 - **Warn** – Taser, Taser, Taser
 - **Deploy** – Press trigger
 - **Commands** – Police, don't move or you will be Tased again
 - **Re-energize** – Use other hand to activate Arc
 - **Make Safe** – Activate safety
 - **Holster** – Holster
 - OR
 - **Threat** – Draw from holster, de-activate safety, tilt, aim, commands, warn, & deploy
 - **Make Safe** – Activate safety
 - **Holster** – Holster
9. Stand Off tilt aiming drill switch to other hand (**Command** – Action) 2-3 reps 15'-25'
- **Draw** – Draw from holster
 - **Switch Sides** – Switch to other hand

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- **Arm** – De-activate safety
 - **Tilt** – 90-degree tilt (verify w/laser or CID bay)
 - **Aim** – Aim at preferred target zone (note hip check & laser positioning)
 - **Commands** – Police, don't move or you will be Tased
 - **Warn** – Taser, Taser, Taser
 - **Deploy** – Press trigger
 - **Commands** – Police, don't move or you will be Tased again
 - **Re-energize** – Use other hand to activate Arc
 - **Make Safe** – Activate safety
 - **Holster** – Switch to other hand and holster
- OR**
- **Draw** – Draw from holster
 - **Switch Sides** – Switch to other hand
 - **Threat** – De-activate safety, tilt, aim, commands, warn, & deploy
 - **Make Safe** – Activate safety
 - **Holster** – Switch to other side and holster
10. Two deployment drill (**Command** – Action) 2-3 reps 15'
- **Threat** – Draw from holster, de-activate safety, aim, commands, warn, & deploy
 - **Ineffective** – Aim & deploy
 - **Make Safe** – Activate safety
 - **Holster** – Holster
11. Two deployment drill switch to other hand (**Command** – Action) 2-3 reps 15'
- **Draw** – Draw from holster
 - **Switch Sides** – Switch to other hand
 - **Threat** – De-activate safety, aim, commands, warn, & deploy
 - **Ineffective** – Aim & deploy
 - **Make Safe** – Activate safety
 - **Holster** – Switch to other side and holster
12. Rock & Lock (tuck/from the hip/retention) position (**Command** – Action) 2-3 reps 2'-5'
- Stand 2' IFO Taser/rubber target
 - **Strike** – Other hand (lightly) strikes/push target
 - **Block** – Other hand protects head/neck
 - **Draw** – Draw from holster
 - **Rock & Lock** – Taser 7 tucked near stomach pointing at target
 - **Arm** – De-activate safety
 - **Aim** – Aim at preferred target zone (note hip check & laser positioning)
 - **Move Back** – Students will take one step back/lateral
 - **Make Safe** – Activate safety
 - **Holster** – Holster

Break:

(10 min)

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3 Groups (Qualifications/Close Quarter & Transitions/Contact & Cover)

Equipment for Qualifications:

- () Taser 7
- () Taser 7 batteries
- () Taser 7 Live 12-degree cartridges (black/black)
- () Taser 7 Live 3-degree cartridges (black/grey)
- () Taser 7 cartridge container
- () Eye protection
- (4) Hanging rubber targets
- (4) Taser targets
- (1) Cuff dummy
- (1) Blue tape
- (1) 5-gallon bucket

Qualifications (6-8 Students):

(20 min)

- Live Fire Qualifications (10 min)
 1. Location
 - Down range
 2. 6-8 Students
 - Simunition pistol
 - Taser w/Live cartridges
 3. Loading & verifying Live cartridges
 - Students & instructors will verify live cartridge
 - 12-degree live cartridge (black/black)
 - 3-degree live cartridge (black/grey)
 4. Single deployment moving to target Stand Off (**Command – Action**) 25'
 - **Move** – Students will move to approximately 25'
 - **Threat** – Draw from holster, de-activate safety, tilt, aim, command, warn, & deploy
 - **Re-energize** – Use other hand to activate Arc
 - **Make Safe** – Activate safety
 - **Holster** – Holster
 5. Single deployment moving to target Close Quarter (**Command – Action**) 15'
 - **Be cautious of Taser wires**
 - **Move** – Students will move to approximately 15'
 - **Threat** – Draw from holster, de-activate safety, aim, command, warn, & deploy
 - **Make Safe** – Activate safety
 - **Holster** – Holster
 6. Remove probes (**only in training**)
 - Use cartridge container to remove probes
 7. Loading & verifying Live cartridges
 - Students & instructors will verify live cartridge
 - 12-degree live cartridge (black/black)
 - 3-degree live cartridge (black/grey)
 8. Double deployment From Close Quarter to 2nd deployment (**Command – Action**) 5'

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- **Block** – Other hand protects head/neck
 - **Draw** – Draw from holster
 - **Rock & Lock** – Taser 7 tucked near stomach pointing at target
 - **Arm** – De-activate safety
 - **Aim** – Aim at preferred target zone (note hip check & laser positioning)
 - **Deploy** – Press trigger
 - **Move Back**– Students will take one step back/lateral
 - **Ineffective** – Aim & deploy
 - **Make Safe** – Activate safety
 - **Holster** – Holster
9. Remove probes (**only in training**)
- Use cartridge container to remove probes
- Cuffing with a partner (Discussion)
 1. What should we factor in if we cuff with a partner?
 - Suspect's actions
 - Armed with weapon
 - Resisting
 - Threatening
 - Trying to break connection
 - Multiple suspects
 - **CEW is not effective?**
 - **Compliant**
 - **Following commands**
 - Partner has lethal or less lethal coverage?
 - Armed?
 - Place suspect in position of disadvantage
 - Set up cuffs first
 - Holster Taser?
 - Will automatically shut off (activate safety)
 2. Cuffing with partner (**Command** – Action)
 - Set up/tape Taser prongs on cuff dummy
 - Once partner communicates plan and everyone is set
 - **Arrest** – Walk up to cuff dummy with cover and arrest

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Equipment for Close Quarter/Transition Drills:

- () Taser 7
- () Taser 7 Inert 3-degree cartridge (red/gray)
- () Taser 7 Inert 12-degree cartridge (red/black)
- () Eye protection
- (1) Simunition pistol per student **No sims ammo**
- (1) Simunition pistol for role player **No sims ammo**
- (1) Fake knife
- (1) Cuff dummy w/stand

Close Quarter/Transition Drills (6-8 Students):

(20 min)

- Scenario 1 Close Quarter/Back on Ground 5 reps (10 min)
 1. Location
 - Sim house mat area
 2. 6-8 Students
 - Simunition pistol
 - Taser w/inert cartridges
 3. Suspect
 - Role player w/eye protection
 - Standing above/mount position
 4. Close Quarter/Back on ground
 - Students will verify inert cartridges
 - Student will fall on back safely
 - Roll on to gun side, knees bent, feet up (ready to kick), & draw holster
 - Create distance/shrimp/kick/push away
 - **Draw** – Draw from holster
 - **Arm** – De-activate safety
 - **Aim** – Aim at preferred target zone (note hip check & laser positioning)
 - **Move Back**– Students will use arm on ground for support
 - **Stand Up** – Get to standing position
 - **Make Safe** – Activate safety
 - **Holster** – Holster
- Scenario 2 Draw Stroke Drills (Transitions) 5 reps (10 min)
 1. Transition from Taser to firearm with no distance/time (drop Taser) 2-3 reps 10'-15'
 - **Students take battery out of handle and place in pocket**
 - Group split into 2 groups (student pairs up)
 - **Draw** – Draw from holster
 - **Arm** – De-activate safety
 - **Aim** – Aim at preferred target zone (note hip check & laser positioning)
 - Partner ready to catch Taser
 - **Suspect has a gun** – Drop Taser, draw Sim pistol, move, aim, & assess
 2. Transition from Taser to firearm with distance/time (holster Taser) 2-3 reps 20'-25'
 - **Students take battery out of handle and place in pocket**
 - Group split into 2 groups (student pairs up)
 - **Draw** – Draw from holster

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- **Arm** – De-activate safety
 - **Aim** – Aim at preferred target zone (note hip check & laser positioning)
 - **Suspect has a knife** – Holster Taser, draw Sim pistol (one hand), move, aim, & assess
3. Transition from firearm to Taser with distance/time (holster firearm) 2-3 reps 20'-25'
- **Students take battery out of handle and place in pocket**
 - Group split into 2 groups (student pairs up)
 - 2 Officers in low/high ready with firearm
 - **Suspect has a knife** – Holster Sim pistol, draw Taser (one hand), move, aim, warn, & assess



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Equipment for Contact/Cover Drills:

- () Taser 7
- () Taser 7 HALT 3-degree cartridge (blue/gray)
- () Taser 7 HALT 12-degree cartridge (blue/black)
- () Eye protection
- (1) Simunition pistol per student
- (1) Taser HALT suit
- (1) Fake knife
- (2) PVC walls
- (1) 5-gallon bucket

Contact/Cover Drills (6-8 Students):

(20 min)

- Scenario 1 De-escalation (5 min)
 1. Location
 - Up range w/50' of area
 - (2) PVC walls
 2. 2 students (other students can wait by gun lockers)
 - Simunition pistol w/sim rounds
 - Taser 7 w/HALT cartridges
 3. Suspect
 - HALT suit
 - 5150, aggravated, hears voices, & talking to self
 - Suspect will threaten to attack people (voices telling him to)
 - Will ask about the Taser (doesn't know what it is)
 - Give time for officers to warn and hopefully display Arc
 - Will slowly advance/threaten officers if prompted by instructor
 4. Dispatch
 - 415 with 5150/11550 suspect walking in 7-11 parking lot
 - Talking to self and seems upset
 - Description of role player
 5. Goals
 - Contact/cover/less lethal
 - Talk to suspect or use Taser 7 Arc to gain compliance
 - Switch and deploy SO cartridge
 - If in-effective, deploy CQ cartridge
 - Medical aid
 6. Debrief
 - What were their roles
 - Did they stay safe
 - Distance
 - Cover
 - No crossfire
 - Are commands, warnings, & Arc display de-escalation?
 7. Use of Taser 7

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- Any safety issues
 - Handling
8. Partners will swap and reverse from close to far
 9. MEDICAL AID WILL BE IMMEDIATELY REQUESTED BEFORE OR AFTER THE USE OF FORCE ON ALL SCENARIOS. Subjects that are cuffed will as soon as safely possible be placed in the recovery, seated or standing position and checked for any medical distress.

Lunch:

(60 min)



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Lane #1 (6 Officers Max)

Scenario 1: School Shooter

Low Frequency/High Risk

STUDENT CHALLENGE

A male subject actively shooting at SCU campus

PLOT

A male subject in camo has opened fire at SCU. There are multiple victims down in the parking lot and shots are being fired inside building #7.

ENVIRONMENT/LOCATION

SCU campus

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

A male subject armed with a rifle. **(2) Simunition pistols with Simunition magazines & marking/loud ammo**

Suspect will continue firing his pistol into the direction of innocent people or officers as officers approach.

PROMPT SCRIPT

"Units, multiple calls of a male subject wearing camouflage and armed with a rifle shooting people at SCU. The male subject has shot multiple students and has now entered building #7 . We have multiple callers stating there are multiple victims down.

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: SCU parking lot and classroom

Approximate Duration: **10 minutes**

Suggested Students: **4-6**

Student Equipment Needs: Uniform, duty belt, Sim pistol with ammo, CEW (HALTCartridges), 1st aid gear

Role Player Equipment Needs: CEW Safety suit

Minimum Staff Requirements: **1 instructor/safety officer, 1 suspect, & 1 witness**

Scenario Equipment Needs: **Simunition pistol, ammo, & protective gear**

ALTERNATIVE DETAILS – Suggested scenario modifications

- Suspect drops firearm upon officer arrival
- Upon contact by officers, student is attempting to reload weapon or clear a jammed weapon
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- F. Describe the POST guidelines for the use of deadly force and explain how the guidelines may influence their department policy.
- G. Describe their obligation related to state-required reporting mandated by California Government Code § 12525.2.
- J. Demonstrate and assess de-escalation and interpersonal communications skills intended to effectively, safely, and respectfully interact with people having disabilities or behavioral health issues.
- K. Assess their response to scenarios including simulations of low-frequency, high-risk situations and calls for service, shoot-or-don't-shoot situations, and real-time force option decision-making.

Considerations

- Watch for physical contact/UOF
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Lane #1 (6 Officers Max)

Scenario 2: School Shooter/Rescue Task Force

Low Frequency/High Risk

STUDENT CHALLENGE

A teenage active shooter at SCU during school hours

PLOT

A teenager has entered the campus of SCU during the first morning period. We have multiple callers stating there are multiple victims down. Officers have shot the suspect and are requesting rescue task force teams. Unknown number of suspects.

ENVIRONMENT/LOCATION

SCU Campus

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

No suspects

PROMPT SCRIPT

"Units, multiple calls of a student walking the hallways of SCU firing a rifle. PD has **one suspect down hard. Unknown number of suspects. Rescue task force needed for warm zone.**

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: School hallways

Approximate Duration: **20 minutes**

Suggested Students: **4-6**

Student Equipment Needs: Uniform, duty belt, Sim pistol with ammo, CEW (HALT Cartridges), 1st aid gear

Role Player Equipment Needs: CEW Safety suit

Minimum Staff Requirements: **1 instructor/safety officer two downed students need 1st aid.**

Scenario Equipment Needs: **Simunition pistol, ammo, & protective gear**

ALTERNATIVE DETAILS – Suggested scenario modifications

- Suspect has been 10-15
- Second shooter engages team.

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.

Santa Clara Police Department
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- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- F. Describe the POST guidelines for the use of deadly force and explain how the guidelines may influence their department policy.
- G. Describe their obligation related to state-required reporting mandated by California Government Code § 12525.2.
- J. Demonstrate and assess de-escalation and interpersonal communications skills intended to effectively, safely, and respectfully interact with people having disabilities or behavioral health issues.
- K. Assess their response to scenarios including simulations of low-frequency, high-risk situations and calls for service, shoot-or-don't-shoot situations, and real-time force option decision-making.

Considerations

- Watch for physical contact/UOF
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

LANE #1 (6 Officers Max)

Scenario 3: Officers respond to 415 subject breaking windows in an apartment complex.

Force Option Decision-Making

STUDENT CHALLENGE

Determine the best course of action dealing with verbally aggressive subject armed with a machete.

PLOT

Officers respond to multiple calls of a subject who is 5150 or under the influence. Armed with a large object and breaking windows of multiple cars in an apartment complex parking lot. Two officers will arrive and up to four more officers can be used if requested.

ENVIRONMENT/LOCATION

Daytime on the street

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

A male suspect verbally aggressive, refusing to comply to commands and threatening to harm officers.

PROMPT SCRIPT

Stand by for priority traffic. Santa Clara Units respond to Via Roma Place and Kiely Blvd for a male subject breaking car window in the parking lot of the Kiely apartment complex. Subject appears to be suffering from a mental episode or under the influence. We are receiving multiple callers stating the subject may possibly be armed with a large object. No further details.

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: Day time at apartment complex

Approximate Duration: **10 minutes**

Suggested Students: **4-6**

Student Equipment Needs: Uniform, duty belt, Sim pistol & ammo, CEW (HALT Cartridges), & 40mm launcher (empty)

Role Player Equipment Needs: CEW Safety suit & machete

Minimum Staff Requirements: **1 instructor/safety officer & 1 suspect**

Scenario Equipment Needs: **Machete**

ALTERNATIVE DETAILS – Suggested scenario modifications

- Suspect ignores officers' commands and presence (Standoff)
- Suspect challenges officers and continues to move towards them.
- Suspect is compliant with all orders and is taken into custody without incident.
- If the CEW is used it will not be successful on first attempt (Allow officer to work with new CEW 7)

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- H. Demonstrate and assess de-escalation and interpersonal communications skills intended to avoid escalating situations and mitigate elevated events.

Considerations

- Watch for physical contact/UOF
- Role player trying to fight/threaten officer
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

LANE #1 (6 Officers Max)

Scenario 4: Suicidal Subject with hatchet & gas can

Force Option Decision-Making

STUDENT CHALLENGE

Respond to a subject walking to the rear of the Target store located at Scott Blvd and El Camino Real. The incident will go from a very routine suspicious person call to an armed suicidal subject.

PLOT

A call for service to the rear of the Target Store. Upon contact with the subject he produces a hatchet and begins making threats to kill himself. Starts to pour gasoline over himself.

ENVIRONMENT/LOCATION

Daytime behind Target
Range lane #1

SUSPECT/SUBJECT(S) DESCRIPTION and BEHAVIOR

A person (any race/gender)

Subject walking then produces **a hatchet. Subject has gas can next to him.**

PROMPT SCRIPT

“Units, Target security officer is requesting you 87 him regarding a suspicious subject to the rear of the store. The RP stated the subject appears to be yelling at everyone in the area. RP believes the subject is going to get in a fight with another subject who was seen in the area. The RP will meet with officers and explain those details. During that time the subject will begin banging on the back door of the target. Officers use video surveillance and notice the subject has armed himself with a hatchet and appears to be trying to force entry into the back of the business. **The business is occupied by at least 100 people.**”

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: Target parking lot

Approximate Duration: **15 minutes**

Suggested Students: **3-5**

Student Equipment Needs: Uniform, duty belt, Sim pistol, CEW (HALT Cartridges) & 40/PB launcher (empty)

Role Player Equipment Needs: CEW safety suit, hatchet, & gas can

Minimum Staff Requirements: **1 instructor/safety officer & 1 suspect**

Scenario Equipment Needs: **Hatchet, gas can, CEW safety suit, & 40/PB launcher (empty)**

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

ALTERNATIVE DETAILS – Suggested scenario modifications

- Subject will verbally threaten to kill officers with the hatchet.
- Subject starts loudly screaming “Shoot me! Shoot me!”
- Subject will comply and drop the weapon
- If shot or force is used, officers will provide medical attention

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- F. Describe the POST guidelines for the use of deadly force and explain how the guidelines may influence their department policy.
- G. Describe their obligation related to state-required reporting mandated by California Government Code § 12525.2.
- I. Articulate how human implicit and explicit biases may impact policing, and how officer self-awareness and cultural competency may lessen these effects.
- K. Assess their response to scenarios including simulations of low-frequency, high-risk situations and calls for service, shoot-or-don't-shoot situations, and real-time force option decision-making.
- L. Distinguish alternatives to the use of deadly force and physical force, including de-escalation tactics and less lethal alternatives that are part of the decision-making process leading up to the consideration of deadly force.

Considerations

- Watch for physical contact/UOF
- Was IOW given? Why or Why not?
- Role player trying to fight/threaten/charge officer
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Lane #2 (6 Officers Max)

Scenario 1: School Shooter

Low Frequency/High Risk

STUDENT CHALLENGE

A male subject actively shooting at SCU campus

PLOT

A male subject in camo has opened fire at SCU. There are multiple victims down in the parking lot and shots are being fired inside building #7.

ENVIRONMENT/LOCATION

SCU campus

SUSPECT/SUBJECT(S) DESCRIPTION and BEHAVIOR

A male subject armed with a rifle. **(2) Simunition pistols with Simunition magazines & marking/loud ammo**

Suspect will continue firing his pistol into the direction of innocent people or officers as officers approach.

PROMPT SCRIPT

"Units, multiple calls of a male subject wearing camouflage and armed with a rifle shooting people at SCU. The male subject has shot multiple students and has now entered building #7 . We have multiple callers stating there are multiple victims down."

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: SCU parking lot and classroom

Approximate Duration: **10 minutes**

Suggested Students: **4-6**

Student Equipment Needs: Uniform, duty belt, Sim pistol with ammo, CEW (HALTCartridges), 1st aid gear

Role Player Equipment Needs: CEW Safety suit

Minimum Staff Requirements: **1 instructor/safety officer, 1 suspect, & 1 witness**

Scenario Equipment Needs: **Simunition pistol, ammo, & protective gear**

ALTERNATIVE DETAILS – Suggested scenario modifications

- Suspect drops firearm upon officer arrival
- Upon contact by officers, student is attempting to reload weapon or clear a jammed weapon
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- F. Describe the POST guidelines for the use of deadly force and explain how the guidelines may influence their department policy.
- G. Describe their obligation related to state-required reporting mandated by California Government Code § 12525.2.
- J. Demonstrate and assess de-escalation and interpersonal communications skills intended to effectively, safely, and respectfully interact with people having disabilities or behavioral health issues.
- K. Assess their response to scenarios including simulations of low-frequency, high-risk situations and calls for service, shoot-or-don't-shoot situations, and real-time force option decision-making.

Considerations

- Watch for physical contact/UOF
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Lane #2 (6 Officers Max)

Scenario 2: School Shooter/Rescue Task Force

Low Frequency/High Risk

STUDENT CHALLENGE

A teenage active shooter at SCU during school hours

PLOT

A teenager has entered the campus of SCU during the first morning period. We have multiple callers stating there are multiple victims down. Officers have shot the suspect and are requesting rescue task force teams. Unknown number of suspects.

ENVIRONMENT/LOCATION

SCU Campus

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

No suspects

PROMPT SCRIPT

"Units, multiple calls of a student walking the hallways of SCU firing a rifle. PD has **one suspect down hard. Unknown number of suspects. Rescue task force needed for warm zone.**

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: School hallways

Approximate Duration: **20 minutes**

Suggested Students: **4-6**

Student Equipment Needs: Uniform, duty belt, Sim pistol with ammo, CEW (HALT Cartridges), 1st aid gear

Role Player Equipment Needs: CEW Safety suit

Minimum Staff Requirements: **1 instructor/safety officer two downed students need 1st aid.**

Scenario Equipment Needs: **Simunition pistol, ammo, & protective gear**

ALTERNATIVE DETAILS – Suggested scenario modifications

- Suspect has been 10-15
- Second shooter engages team.

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- F. Describe the POST guidelines for the use of deadly force and explain how the guidelines may influence their department policy.
- G. Describe their obligation related to state-required reporting mandated by California Government Code § 12525.2.
- J. Demonstrate and assess de-escalation and interpersonal communications skills intended to effectively, safely, and respectfully interact with people having disabilities or behavioral health issues.
- K. Assess their response to scenarios including simulations of low-frequency, high-risk situations and calls for service, shoot-or-don't-shoot situations, and real-time force option decision-making.

Considerations

- Watch for physical contact/UOF
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Lane #2 (6 Officers Max)

Scenario 3: 459 Building Search

Force Options Decision Making

STUDENT CHALLENGE

Contact Responsible- Desire Search? Prosecution? Should anyone be inside?

PLOT

The officers conduct a building search. During their search they locate a suspect. The suspect is verbally aggressive. No weapons seen. Suspect begins back peddling in hallway looking behind himself as if he is looking for a place to flee. The subject will not comply with officers and will hide his hands behind his back.

ENVIRONMENT/LOCATION

0325 hours commercial building

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

A person (any race/gender) un-cooperative with hands behind back. "Can't go back!"

PROMPT SCRIPT

You are 97 on a 459 alarm. Responsible is on scene. Wants prosecution and no one should be inside.

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: Business complex

Approximate Duration: **15 minutes**

Suggested Students: **4-6**

Student Equipment Needs: Uniform, duty belt, Sim pistol w/ammo, CEW (HALT Cartridges)

Role Player Equipment Needs: CEW safety suit

Minimum Staff Requirements: **1 instructor/safety officer/RP & 1 suspect**

Scenario Equipment Needs: CEW safety suit

ALTERNATIVE DETAILS – Suggested scenario modifications

- Subject begins back peddling down the hallway away from officers looking behind himself as if he is looking for a place to flee. The subject has one arm behind his back (Unknown if he is armed).
- Subject will not listen to commands.
- Subject will listen to commands if REACT team is set, and IOW is given.

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Student Objectives satisfied through Debrief of this Scenario

H. Demonstrate and assess de-escalation and interpersonal communications skills intended to avoid escalating situations and mitigate elevated events.

Considerations

- Watch for physical contact/UOF/ upon contact with the subject in the hallway.
- Role player trying to fight/threaten or escape officer
- If shot or force is used, officers will provide medical attention



Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

LANE #2 (6 Officers Max)

Scenario 4: 415/5150 Restraining Order/Exigent circumstances

Force Option Decision-Making

STUDENT CHALLENGE

Determine the best course of action. What filter do we have and should officers make an entry into the residence to protect life

PLOT

Mother called and said her 18-year-old son has shown up to her house and is punching holes in their walls. Mother said they have a restraining order against him. She believes he is suffering from a psychotic episode and might also be on drugs.

Officers must confirm the want (restraining order violation, vandalism, threats, or physical assault? Is there anyone else in the residence who was injured?)

The RP will meet PD outside the residence. The suspect will still be inside screaming. If officers, ask there are two small children 9 months and 3 years old inside the residence with the suspect. The children are the RP's.

ENVIRONMENT/LOCATION

Daytime at residential home
Sim and Range

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

A person (any race/gender) armed with a **machete**. Screaming inside going to kill everyone.

PROMPT SCRIPT

Stand by for priority traffic. 415 weapons at Domicilio Apts. The RP is stating her 18-year-old son has arrived at the apartment and has begun punching holes in the walls. The RP said she had a restraining order against her 18-year-old son Michael Roberson 02-15-2004. There is a confirmed no contact restraining order for 422pc against the son. The RP is waiting outside the apartment for PD.

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: Apartment complex
Approximate Duration: **15 minutes**
Suggested Students: **2**
Student Equipment Needs: Uniform, duty belt, Sim pistol w/ammo, CEW (HALT Cartridges)
Role Player Equipment Needs: CEW Safety suit and **machete**
Minimum Staff Requirements: **1 instructor/safety officer/1 RP/Victim & 1 suspect**
Scenario Equipment Needs: **Machete**

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

ALTERNATIVE DETAILS – Suggested scenario modifications

- Subject is still inside the residence

- Subject has fled the scene before officers arrived.

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- H. Demonstrate and assess de-escalation and interpersonal communications skills intended to avoid escalating situations and mitigate elevated events.
- I. Articulate how human implicit and explicit biases may impact policing, and how officer self-awareness and cultural competency may lessen these effects.
- J. Demonstrate and assess de-escalation and interpersonal communications skills intended to effectively, safely, and respectfully interact with people having disabilities or behavioral health issues.

Considerations

- Watch for physical contact/UOF
- Role player trying to fight/threaten officer
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Lane #3 (5-7 officers) Parking Lot

Scenario 1: High Risk Car Stop

Force Option Decision-Making

STUDENT CHALLENGE

Determine the best course of action dealing with verbally aggressive subject during a high risk car stop

PLOT

Vehicle matches BOL for armed 211 which occurred in SJ a few minutes ago. Vehicle occupied by multiple subjects. Induce stress while setting up REACT teams w/less lethal options. Verify clear communications/command while utilizing time, distance, & cover. Offer de-escalation if possible.

ENVIRONMENT/LOCATION

Daytime in parking lot

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

2-3 Occupants verbally aggressive, one subject will not comply once he exits the vehicle

PROMPT SCRIPT

Officers located a 211 armed BOL vehicle occupied by 2-3 suspects parked in the back lot of Target. Officers perform a high risk car stop.

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: Parking lot

Approximate Duration: **15 minutes**

Suggested Students: **5-7**

Student Equipment Needs: Uniform, duty belt, Sim pistol w/ammo, CEW (HALT Cartridges)

Role Player Equipment Needs: CEW Safety suit

Minimum Staff Requirements: **1 instructor/safety officer & 2-3 suspects**

Scenario Equipment Needs: **Vehicle**

ALTERNATIVE DETAILS – Suggested scenario modifications

- Subject refuses to get out
-

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- H. Demonstrate and assess de-escalation and interpersonal communications skills intended to avoid escalating situations and mitigate elevated events.
- I. Articulate how human implicit and explicit biases may impact policing, and how officer self-awareness and cultural competency may lessen these effects.
- J. Demonstrate and assess de-escalation and interpersonal communications skills intended to effectively, safely, and respectfully interact with people having disabilities or behavioral health issues.

Considerations

- Watch for physical contact/UOF
- Role player trying to fight/threaten officer
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Lane #3 (5-7 officers) Parking Lot

Scenario 2: Vehicle accident, possible fight, assault w/deadly weapon

Force Option Decision-Making

STUDENT CHALLENGE

Determine the best course of action dealing with subject armed with machete charging at victims

PLOT

Officers you are arriving on an 1182 that has turned into a 415 possible fight between both parties. When the blind folds are removed officers will see two parties in a 415 verbal. The suspect will remove a **machete** from the trunk and begins moving towards the innocent party. Induce stress while reacting to threat. Deploy less lethal options if possible.

ENVIRONMENT/LOCATION

Daytime in parking lot

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

Suspect and victim about to fight. Suspect grabs machete from trunk and charges victim.

PROMPT SCRIPT

Officers are responding to a 1182 in the parking lot of 7-11 (Benton/The Alameda). A passerby said the parties are yelling at each other and they are about to fight.

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: Parking lot

Approximate Duration: **15 minutes**

Suggested Students: **5-7**

Student Equipment Needs: Uniform, duty belt, Sim pistol w/ammo, CEW (HALT Cartridges)

Role Player Equipment Needs: CEW Safety suit & **machete**

Minimum Staff Requirements: **1 instructor/safety officer, 1 victim & 1 suspect**

Scenario Equipment Needs: **2 vehicles & machete**

ALTERNATIVE DETAILS – Suggested scenario modifications

- Subject charges at officers

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- H. Demonstrate and assess de-escalation and interpersonal communications skills intended to avoid escalating situations and mitigate elevated events.

Considerations

- Watch for physical contact/UOF
- Role player trying to fight/threaten officer
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Lane #4 (5-7 officers) Parking Lot

Scenario 1: Mentally disturbed w/machete & gas can

Force Option Decision-Making

STUDENT CHALLENGE

Determine the best course of action dealing with subject armed with **machete & gas can** wanting to kill self.

PLOT

Officers are responding to a 5150 subject in the back of a business. Subject appears to have a large unknown object in his possession. The RP has stated she has locked her business and her 12 employees are safe and accounted for at this time. When officers make contact, the subject is swinging a large **machete** and talking about wanting to die.

As officers give him commands the suspect will present a **gas can** and threaten to burn himself. Officers should communicate that the CEW's should not be deployed. If officers set up a REACT team and clearly communicate, they will be able to get the suspect to surrender peacefully.

ENVIRONMENT/LOCATION

Daytime in parking lot

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

Suspect talking to self armed w/**machete & gas can**. Suspect will cooperate if clear communication/de-escalation is achieved.

PROMPT SCRIPT

Officers are responding to a suspicious person armed with an unknown object IFO business. The RP locked the doors with several customers inside 7-11 (Benton/The Alameda).

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: Parking lot

Approximate Duration: **15 minutes**

Suggested Students: **5-7**

Student Equipment Needs: Uniform, duty belt, Sim pistol w/ammo, CEW (HALT Cartridges), & **40mm launcher**

Role Player Equipment Needs: CEW Safety suit, **machete, & gas can**

Minimum Staff Requirements: **1 instructor/safety officer, 1 victim & 1 suspect**

Scenario Equipment Needs: **Machete, gas can, & 40mm launcher**

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

ALTERNATIVE DETAILS – Suggested scenario modifications

- Subject charges at officers

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- H. Demonstrate and assess de-escalation and interpersonal communications skills intended to avoid escalating situations and mitigate elevated events.
- I. Articulate how human implicit and explicit biases may impact policing, and how officer self-awareness and cultural competency may lessen these effects.
- J. Demonstrate and assess de-escalation and interpersonal communications skills intended to effectively, safely, and respectfully interact with people having disabilities or behavioral health issues.

Considerations

- Watch for physical contact/UOF
- Role player trying to fight/threaten officer
- If shot or force is used, officers will provide medical attention

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Lane #4 (5-7 officers) Parking Lot

Scenario 2: Mentally disturbed w/hatchet

Force Option Decision-Making

STUDENT CHALLENGE

Determine the best course of action dealing with subject armed with **hatchet** not cooperating.

PLOT

Officers are responding to a 602/417 subject in front of a car dealership. Subject refused to leave dealership and brandished a **hatchet**. The RP wants the subject off her property and wants to be a victim of 417. When officers make contact, the subject has a large **hatchet** by his feet.

As officers give him commands the suspect will remain silent. Officers should set up a REACT team and attempt to communicate and get the suspect to surrender peacefully. Suspect will pick up **hatchet** and slowly pace around, slowly moving closer to officers.

ENVIRONMENT/LOCATION

Daytime in parking lot

SUSPECT/SUBJECT(s) DESCRIPTION and BEHAVIOR

Suspect not talking and armed w/**hatchet**. Suspect will eventually pick up **hatchet** and pace around moving closer to officers.

PROMPT SCRIPT

Officers are responding to a trespass/brandishing at the Stevens Creek Toyota dealership. The RP/manager noticed a transient sleeping IFO of business. Suspect refused to leave then brandished a **hatchet**. The business is closed and no one is inside.

ROLE PLAY LOGISTICS (Intended duration, required staff, sequencing issues, etc.)

Scenario Environment: Parking lot

Approximate Duration: **15 minutes**

Suggested Students: **5-7**

Student Equipment Needs: Uniform, duty belt, Sim pistol w/ammo, CEW (HALT Cartridges), & **40mm launcher**

Role Player Equipment Needs: CEW Safety suit & **hatchet**

Minimum Staff Requirements: **1 instructor/safety officer/RP & 1 suspect**

Scenario Equipment Needs: **Hatchet**

ALTERNATIVE DETAILS – Suggested scenario modifications

- Subject charges at officers

Santa Clara Police Department
CEW/Less Lethal Tools/ De-Escalation/Transitions

Student Objectives satisfied through Debrief of this Scenario

- A. Apply the legal standards for the use of force and explain the application of these standards to use of force situations.
- C. Apply and evaluate the legal standard of objectively reasonable force to the use of force.
- E. Review and analyze a use of force incident using pertinent legal standards and department policy.
- H. Demonstrate and assess de-escalation and interpersonal communications skills intended to avoid escalating situations and mitigate elevated events.
- I. Articulate how human implicit and explicit biases may impact policing, and how officer self-awareness and cultural competency may lessen these effects.
- J. Demonstrate and assess de-escalation and interpersonal communications skills intended to effectively, safely, and respectfully interact with people having disabilities or behavioral health issues.

Considerations

- Watch for physical contact/UOF
- Role player trying to fight/threaten officer
- If shot or force is used, officers will provide medical attention