



**Riverside County Sheriff's Department**  
*Chad Bianco, Sheriff-Coroner*

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**Ben Clark Public Safety Training Center**

16791 Davis Avenue, Suite A • Riverside • California • 92518  
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## **Citizens' Academy**

### **Expanded Course Outline**

**RSD# 2017001**

## CITIZENS ACADEMY EXPANDED COURSE OUTLINE

The Riverside County Sheriff's Department is offering an eight-week, 24-hour Citizen's Academy at the Ben Clark Public Safety Training Center, located at 16791 Davis Avenue, in Riverside, CA. Classes are generally held eight consecutive Thursdays from 1800-2100 hours.

Riverside County residents will learn the daily operations of the Sheriff's Department, (along with the policies and procedures within law enforcement.) Topics will include the history and functions of the Sheriff's Department, law enforcement ethics, and criminal law. Guest speakers will cover subjects related to forensics, hostage negotiations, special weapons and tactics team, and media relations. During this eight-week course, participants may have an opportunity to tour the Robert Presley Detention Center and the Coroner's Office in Perris.

All applicants must be at least 18 years old, reside in the County of Riverside, and have no prior felony convictions or misdemeanor arrests within one year of applying for the academy.

### **I.     Introductions**

- A. Registration.
- B. Welcome.
- C. Department expectations.

### **II.    Ethics**

- A. Mission
- B. Class expectations
- C. Course objectives
- D. Thinking and perception
- E. Paradigms
  - 1. A bird in the bush
- F. Definitions
  - 1. Ethics

2. Values
  3. Principals
  4. Morals
  5. Integrity
  6. Character
- G. Ethics and behavior
1. Ethics
    - a. What are ethics?
      - i. Ethics are the accepted principles of conduct governing decisions and actions based on values and expectations. Ethics play a dominant role in one's daily conduct and personal choices.
    - b. It is also about self-restraint:
      - i. Not doing what you have the power to do.
        - a. An act isn't proper simply because it is permissible or you can get away with it.
    - c. Not doing what you have the right to do.
      - i. There is a big difference between what you have the right to do and what is right to do.
    - d. Not doing what you want to do.
      - i. An ethical person understands the values of self-control.
    - e. As ethical people, we should:
      - i. Put ourselves in the place of others
      - ii. Recognize how our actions affect others
      - iii. Seek to help when possible
      - iv. Refrain from causing avoidable harm
      - v. Intervene to prevent unethical behavior by others . . . including peers
      - vi. Note - In short, we should adhere to the Golden Rule: "Do unto others as you would have others do unto you."
    - f. Obstacles to ethics
      - i. Ethics of self-interest.

- b. The real test of our ethics is whether we are willing to do the right thing even when it is not in our self-interest.
  - ii. The pursuit of perceived happiness.
- c. The unity of principled belief and honorable behavior is the foundation for real happiness.

## 2. Values

- a. What are values?
  - i. Values are what we prize and our value system is the order in which we prize them.
  - ii. The chief cause of failure and unhappiness in the world stems from sacrificing what we want MOST for what we want at the MOMENT.
- b. Where do values come from?
  - i. Shaped by our upbringing
  - ii. Events occurring in our lives
  - iii. Influence of others
    - a. Parents
    - b. Teachers
    - c. Friends
  - d. Note- It is important to remember that the values of one person or group may differ widely from another person or group. Both may perceive their beliefs or conduct as “right” based on their value system
- c. Types of values
  - i. Societal
  - ii. Organizational
  - iii. Professional
  - iv. Personal

## 3. Principles

- a. What are principles?
  - i. Ethical standards that people rely on for guidance in decision making.
    - a. Personal convictions
    - b. Religious beliefs



- b. Cultural roots
- c. Family background
- d. Peers (either negatively or positively)
- e. Department/agency and community expectations
- f. Published and printed material related to professional conduct (e.g., *Law Enforcement Code of Ethics*, *Department General Orders*).
- i. Where are the standards for RSO found?
  - a. 123 years of tradition
  - b. Set forth by law
  - c. General Orders
  - d. Policy and procedure
  - e. Public expectations
  - f. Personal expectations

#### 4. Morality

- a. What are morals?
  - i. Personal convictions about right and wrong
  - ii. Often used to refer to a system of principles and judgments shared by those whose concepts and beliefs determine whether given actions are right or wrong.
  - iii. "Moral compromise always leaves us vulnerable." Pastor Greg Laurie

#### 5. Integrity

- a. What is integrity?
  - i. Holding true to one's values.
  - ii. Keeping your word.
  - iii. Knowing what is important and acting accordingly.
  - iv. The disposition to firmly adhere to values or standards.
  - v. Note- It is carried out whether anyone is watching or not.

#### 6. Character

- a. What is character?
  - i. It is our moral maturity and commitment to doing the right thing regardless of the personal cost.

ii. It involves the will to respond to stimuli according to values and principles rather than to appetites, urges, whims, or impulses.

iii. Leadership is character in action.

C. Benefits of professional and ethical behavior to the officer, department, and the community

1. Officer

- a. Personal and professional satisfaction in doing the right thing.
- b. Maintaining a sense of self-worth and pride.
- c. Earning respect and confidence of peers.
- d. Establishing a higher personal and professional reputation in the community.

2. Department

- a. Officer's professional and ethical conduct helps their department:
  - i. Provides a positive perception of law enforcement.
  - ii. Gain the respect, trust, and support of the public/community by promoting professionalism in law enforcement.

3. Community

- a. Receiving equitable law enforcement.
- b. A sense of security and trust and a desire to support and work with local law enforcement departments.

D. Unethical conduct

1. Unethical/unprofessional conduct:

- a. A violation of law.
- b. A violation of a person's civil rights.
- c. A violation of agency policies and procedures.
- d. A breach of ethical behavior or professional responsibility as set forth in the code(s) of the profession.
  - i. Examples:
    - a. Lying
    - i. Falsifying reports
    - b. Discrimination, racism, favoritism
    - c. Violating a person's civil rights

- d. Unlawful or unreasonable force
  - e. Theft or misappropriation of property or evidence
  - f. Alcohol or substance abuse
  - g. Misuse/compromising confidential information
- 2. Discuss recent articles
- 3. Early signals
  - a. Uniform
    - i. Sloppy
    - ii. Unauthorized
    - iii. Modified
  - b. Grooming
    - i. Appearance
    - ii. Officer safety
  - c. Tattoos
    - i. Uncovered
  - d. Driving
    - i. Ignoring laws
    - ii. Texting
    - iii. Cell Phones
- E. Consequences of unethical/unprofessional conduct to the officer, department, and community
  - 1. Officer
    - a. Disciplinary action
    - b. Public embarrassment
    - c. Family humiliation
    - d. Civil and/or criminal liability
    - e. Responsibility for punitive damages
    - f. Termination
  - 2. Department
    - a. Public embarrassment
    - b. Loss of respect for the agency and the law enforcement profession

- c. Loss of community cooperation, support, and trust
- d. Civil and/or criminal liability
- 3. Community
  - a. Loss of trust in law enforcement
  - b. Confusion about the meaning of the law
  - c. Fear of unfair treatment

### **III. Personnel**

- A. Mission: The Personnel Bureau is responsible for the marketing, recruitment, testing and hiring of qualified employees for the Riverside County Sheriff's Department. We also oversee the Department's volunteer program (civilians and reserves).
- B. Three main components
  - 1. Recruitment
    - a. Job fairs
    - b. Community events
    - c. Local college presentations
    - d. Community forums
    - e. Networking partnerships with a variety of organizations
    - f. Advertising
  - 2. Background Investigations
    - a. Who conducts them?
    - b. What is involved?
    - c. What is done with the information?
    - d. Who makes the decision to hire?
    - e. Mentoring program is a voluntary program designed to assist and prepare Correctional Deputy and Deputy Sheriff candidates for their upcoming academy. The mentoring program is a 4 week/twice a week program one month prior to the beginning of the academy. Candidates will undergo some basic physical training such as jogging, push-ups, sit-ups and other callisthenic exercises; basic report writing skills (memo writing); boot shining and uniform preparation; and basic formation and drill exercises. Majority of the candidates who have participated in

the mentoring program have been successful in completing the Correctional Deputy and Sworn Basic Academy.

3. Human Resources

- a. Responsible for administering tests of applicants for various positions
- b. Reviewing qualifications of applicants
- c. Implementing promotional process testing within the organization

**IV. Correctional Deputy Academy**

A. Board of State and Community Corrections (BSCC) formerly known as CSA / STC) of the Board of Corrections and Rehabilitation

1. Created in 1980 to establish and maintain statewide standards that assist local sheriffs, probation, police, and corrections departments in selecting and training their correctional personnel

2. Participation in the BSCC is not mandatory; however, RSO is a participating agency

B. Corrections Standards Authority Division of the California Board of Corrections and Rehabilitation mandates the minimum requirements for the Adult Corrections Officer Core Course to be 176 hours.

1. RSOs current CD course is 374 hours

C. How was the subject matter determined?

2. Subject matter experts from local agencies throughout the state provided the recommendations for the course content. These recommendations were gathered as part of a major research effort which analyzed the job duties and skill needs for the job position

3. The core course curriculum was developed and validated from this research and the content provides training designed to increase job related knowledge and skills

4. The course is updated based on changes to law, job duties, and skill needs. The course is directly related to the most frequent and important job duties and skills performed by correctional officers throughout California

D. Basic Correctional Deputy Academy

- 1. Held three to four times a year
- 2. The academy is highly regimented

3. We use student feedback to ensure the success of the course

#### E. PC 832 Training

1. The recruits are trained in every aspect of PC 832, except for firearms. The completion of PC 832 gives the recruits peace officer powers.
  - a. History
  - b. Profession
  - c. Ethics
  - d. Criminal justice system
  - e. Community relations
  - f. Crimes against the just system
  - g. Cultural diversity
  - h. Discrimination
  - i. Introduction to criminal law
  - j. Laws of arrest
  - k. Search and seizure
  - l. Use of force
  - m. Arrest and control techniques
  - n. Baton
  - o. Presentation of evidence
  - p. Preliminary investigation
  - q. Investigative report writing

#### F. Self-discipline

1. Common thread in the academy is instilling self-discipline into the recruits
2. Classroom instruction (Pay attention in class and study)
3. Physical training and lifelong fitness is stressed
4. Inspections
5. Drill and formation
6. Defensive tactics
7. Stress the importance of professional behavior and conduct on and off duty
8. Advise the recruits they are now part of an organization that is much larger than any one employee

#### G. Classroom

1. Latest technology to assist instructors present and excellent course
2. Focal point is the technology podium containing a computer, monitor, DVD player, and microphone
3. Ceiling mounted PowerPoint projector, drop down screen, two wall mounted television, and speakers

#### H. Academy curriculum

1. California Criminal Justice System
2. Professionalism and ethics
3. Classification process
4. Contraband and evidence
5. Code, statutes, and legal documents
6. Distribution of supplies and commissary
7. Interpersonal, tactical, and practical communications
8. Booking and releasing inmates
9. Maintaining security
10. Hostage management
11. Interview and interrogation
12. Supervision inmates
13. Reporting and record keeping
14. Report writing
15. Management of inmate workers
16. Monitoring physical and psychological health
17. Chemical agents
18. Emergency procedures in a disaster
19. Cell extrications and riot formations
20. Fire/life safety
21. Officer liability
22. Drug abuse recognition

#### I. Graduation requirements

1. Academics

- a. Recruits must pass all written tests with a minimum score of 80%
  - b. Five written tests (four curriculum based and one 832 PC) are administered
  - c. Recruits are only allowed one retest on a failed exam
  - d. Recruits are only allowed to retest a maximum of two tests
  - e. Recruits will be released from the academy upon their third failed test
  - f. Example
2. Defensive tactics (DT)
- a. Practical and written exams are administered
  - b. Recruits must be able to display an acceptable aptitude in DT
  - c. Recruits could be dismissed from the academy if they fail to demonstrate proficiency after all other training means are exhausted
3. Physical fitness requirements
- a. 1.5 mile run in under 14 minutes
  - b. 40 push-ups in one minute
  - c. 40 sit-ups in one minute
  - d. 50 yard dash in under nine seconds
  - e. 32' "dummy" drag in under 11 seconds
4. Physical training (PT)
- a. Three to six mile runs
  - b. Push-ups
  - c. Sit-ups
  - d. Weight training
  - e. Circuit training
  - f. High intensity interval training
- J. Problems identified during the academy
1. Written work product
- a. Reiterate the importance of secondary education for personal and professional growth
  - b. Remain patient and understanding
  - c. Never humiliate the recruit
  - d. Inform shift supervisor and sergeant



- e. Document the incident properly
- 2. Physical fitness
  - a. Stress the importance of obtaining/maintaining a high level of endurance and strength (lifetime fitness)
  - b. Inform about the physical training opportunities provided such as the weight room and running track
  - c. Encourage healthy eating
- 3. Maturity and life experience
  - a. Will develop over the course of their career
  - b. Give notice of the importance of acting in accordance with Department expectations and standards (General orders manual)
  - c. Mentor

## **V. Additional Officer Training**

### **A. Sworn Deputy Orientation**

- 1. History
  - a. In 1998 the Riverside County Sheriff's Department engineered and implemented an orientation to provide students who recently graduated from the Basic Sworn Academy with a better understanding of the Riverside County Sheriff Department's expectations, guidelines, education continuation and resources.
- 2. Goals and expectations
  - a. Provide insight and wisdom to better prepare recent basic sworn academy graduates with the tools needed to have a safe and successful career in law enforcement representing the Riverside County Sheriff's Department.
- 3. Training
  - a. Orientation introduction
  - b. Sheriff's remarks
  - c. Official photographs
  - d. Department overview and operation
  - e. Continuing education information
  - f. Continuing retirement

- g. Home firearm safety
- h. Chaplain and support services
- i. Family preparedness
- j. C.O.P.S.
- i. Grief
- k. Family stress
  - i. Questions and answers
- l. History of the Department
  - i. Culture
  - ii. Ethics
- m. Riverside Sheriff's Association
- n. Media interaction
- o. Corrections facility introduction
- p. Immigration guidelines
- q. Financial support
  - i. CAHP Credit Union
  - ii. Nationwide Financial Services
  - iii. Valic Financial advisors
- r. Autism awareness and interactions
- s. Career survival
  - i. General Orders
- t. Trauma kit training
- u. C.L.E.T.S Training
- v. Use of force documentation
- w. Excited delirium training
- x. Peace Officer Bill of Rights (POBOR)
  - i. Discipline process
  - ii. Civil issues
- y. Tribal awareness
- z. Department navigation and career development
- aa. Corrections trainee manual

- i. Trainee expectations
- bb. Taser training

## B. FTP/FTO

FTO Instructional Goal: To provide the student with an orientation of the Field Training Officer Course expectations and training requirements as well as a brief history of field training program developed

### 1. History

- a. In 1965, the Presidents Commission on Law Enforcement & Administration of Justice made several recommendations for the improvements of police operations

### 2. Goals and Expectations

- a. Have a standardized program to produce competent peace officers, enhance professionalism and provide clear standards for rating and evaluating which will give all trainees every reasonable opportunity to succeed.
- b. The Department will maintain the Field Training Program with the express goal of training and maintaining the best qualified Deputy Sheriffs in order to provide the highest standard of professional service to the citizens of Riverside County.
- c. The Field Training Program is designed to meet the needs of sworn Department employees identified in any of the following categories:
  - i. Bureau/Station Field Training Manager – Station Lieutenant
  - ii. Bureau/Station Field Training Supervisor – Station Sergeant
  - iii. Bureau/Station Field Training Officer
  - iv. Bureau/Station Field Trainee
  - v. A newly hired deputy assigned to a field operations Bureau/Station
  - vi. A Deputy in transition from a non-field assignment and has not completed the Field Training Program
  - vii. A Deputy returning to or transitioning to a field after:
    - 1. 2 years absence from active field operations
  - viii. Being re-hired after a one year period of absence

### 3. Training

a. The Field Training Program consists of four (4) phases. Each phase is approximately four (4) weeks in duration. A fifth phase, approximately two (2) weeks in duration has been added for the introduction to traffic investigation

b. Phases of FTP

- i. Phase 1 – Introductory
- ii. Phase 2 – Participant
- iii. Phase 3 – Partner officer
- iv. Phase 4 – Lead officer
- v. Phase 5 – Traffic

c. FTO classroom topics

- i. Introduction
- ii. Orientation
- iii. FTP goals
- iv. Objections
- v. Expectations
- vi. Roles of the FTO
- vii. Ethics
- viii. Leadership
- ix. Teaching
- x. Training skills development
- xi. Competency
- xii. Evaluations
- xiii. Documentation
- xiv. Intervention
- xv. Remediation methodologies
- xvi. Strategies
- xvii. Test
- xviii. Scenario development strategies
- xix. Legal liability issues of the FTO
- xx. Teaching
- xxi. Training skills demonstration

xxii. Case study presentations

#### 4. Testing

a. Five types of testing are used

- i. Constructed knowledge test
- ii. Constructed comprehensive test
- iii. Scenario test
- iv. Physical abilities
- v. Exercise test

a. Report writing test

b. Other exercise tests which are administered and scored

#### C. Deputy Transition School

##### 1. History

a. The Riverside County Sheriff's Department created and implemented a learning environment for sworn personnel who had been working in the Courts or Correctional facilities to familiarize them with the requirements and best practices needed to fulfil the duties of a patrol officer

##### 2. Training

- a. Autism awareness
- b. Immigration issues
- c. Domestic violence
- d. TSB radio operations
- e. MDC operations
- f. Driving LEDS training
- g. Force options
- h. Advanced handgun
- i. Advanced rifle
- j. E.C.D. re-cert
- k. Excited delirium
- l. RCB re-cert
- m. Tribal lands legal update
- n. Elder abuse

- o. Racial profiling
- p. Report writing
- q. Active shooter response
  - i. (8) hour lecture
  - ii. (8) hours of A.S. exercises
- r. Bail Bonds
- s. Trauma shooting kit training
- t. FTO Manual
  - i. (2) hours lecture
  - ii. (6) hours scenarios/exercises
- u. Tactical options/scenarios
- v. Arrest and control
  - i. Defensive tactics
  - ii. Tactical communications

## **VI. Basic Peace Officer Academy**

### **A. History**

1. The creation of POST and standardization of peace officer training and selection 1954
2. Riverside Sheriff's response to the creation of POST
3. The first academy to present day BCTC
4. BCTC mission statement

### **B. Department expectations of academy recruits**

1. Self-discipline
  - a. Common thread in the academy is instilling self-discipline into the recruits.
  - b. Classroom instruction (Pay attention in class and study)
  - c. Physical training and lifelong fitness is stressed
  - d. Inspections
  - e. Drill and formation
  - f. Defensive tactics
  - g. Stress the importance of professional behavior and conduct on and off duty

- h. Advise the recruits they are now part of an organization that is much larger than any one employee
- 2. Classroom
  - a. Latest technology to assist instructors present and excellent course
  - b. Focal point is the technology podium containing a computer, monitor, DVD player, and microphone
  - c. Ceiling mounted PowerPoint projector, drop down screen, two wall mounted television, and speakers
- C. POST training requirements v. Riverside Sheriff's Academy curriculum.
  - 1. PC832
    - a. Every peace officer must complete a 72 hour introductory course training. BCTC provides 106 hours.
  - 2. Use of baton
    - a. POST requires satisfactory completion of a 60 hour course in the carrying and use of a baton. BCTC complies with POST.
  - 3. Child abuse investigation
    - a. POST requires 4 hours of child abuse investigation training. BCTC provides 9 hours
  - 4. Civil disobedience
    - a. POST requires 8 hours of training. BCTC complies with POST
  - 5. Domestic violence
    - b. POST requires 10 hours of training. BCTC provides 14 hours.
  - 6. Elder abuse
    - a. POST requires 6 hours of training. BCTC provides 9 hours
  - 7. First aid CPR
    - a. POST requires 21 hours. BCTC complies with POST.
  - 8. Gang and drug enforcement
    - a. POST requires 12 hours of training in control substances. BCTC complies with POST.
    - b. POST requires 2 hours of gang awareness training. BCTC provides 6 hours
  - 9. Hate Crimes

- a. POST requires 16 hours of hate crimes awareness. BCTC provides 17
  - b. All recruits attend a museum of tolerance tour. Tour includes testimony of hate crime victims to help raise awareness.
- 10. Courtroom Testimony
  - a. POST requires 6 hours of training. BCTC Complies with POST
- 11. High speed pursuits
  - a. POST requires 24 hours of pursuit training. BCTC complies with POST
- 12. Mental illness
  - a. POST requires 6 hours of training. BCTC provides 12 hours
- 13. Missing persons
  - a. POST requires 4 hours of training. BCTC complies with POST
- 14. Racial and cultural diversity
  - a. POST requires 16 hours of training. BCTC provides 17
- 15. Sexual assault
  - a. POST requires 16 hours of sexual assault investigative training. BCTC provides 39 hours.
- 16. Infant deaths
  - a. POST requires 6 hours of training. BCTC provides 9 hours
- 17. Chemical Agents
  - a. POST requires 72 hours of training. BCTC provides 106 hours
- 18. Response to terrorism
  - a. POST requires 12 hours of training. BCTC complies with POST.
- 19. Standardized Emergency Management System (SEMS)
  - a. POST requires 12 hours of training. BCTC complies with POST.
- 20. Traffic accident investigations
  - a. POST requires 12 hours of training. BCTC complies with POST
- D. Graduation Requirements
  - 1. Academics
    - a. Recruits must pass all written tests with a minimum score of 80 percent
    - b. Five written tests (four curriculum based and one 832 PC) are administered
    - c. Recruits are only allowed one retest on a failed exam



- d. Recruits are only allowed to retest a maximum of two tests
- e. Recruits will be released from the academy upon their third failed test

2. Defensive tactics

- a. Every Recruit is instructed 64 hours of DT
- b. Practical and written exams are administered
- c. Recruits must be able to display an acceptable aptitude in DT
- d. Recruits could be dismissed from the academy if they fail to demonstrate proficiency after all other training means are exhausted

3. Physical fitness

- a. 1.5 mile run in under 14 minutes
- b. 40 push-ups in one minute
- c. 40 sit-ups in one minute
- d. 50 yard dash in under nine seconds
- e. 32' "dummy" drag in under 11 seconds

E. Problems identified during the academy

1. Written work product

- a. Reiterate the importance of secondary education for personal and professional growth
- b. Remain patient and understanding
- c. Never humiliate the recruit
- d. Inform shift supervisor and sergeant
- e. Document the incident properly

2. Physical fitness

- a. Stress the importance of obtaining/maintaining a high level of endurance and strength (lifetime fitness)
- b. Inform about the physical training opportunities provided such as the weight room and running track.
- c. Encourage healthy eating

3. Maturity and life experience

- a. Will develop over the course of their career

- b. Give notice of the importance of acting in accordance with Department expectations and standards (General orders manual)
- c. Mentor

## **VII. Professional Standards Bureau**

- A. Mission: “Objectively investigate potential violations of Department policy, ensure the professionalism of the Department’s employees, and protect the Department and its employees from unwarranted civil harm.”
- B. PSB consists of two units
  - 1. Administrative Investigations Unit:
    - a. Investigate complaints of violation of Department policy
      - ii. Public
        - a. Phone
        - b. In person
        - c. Letter
      - iii. Internally generated
    - b. Personnel investigations
      - i. Misconduct allegations
  - a. Police Officers Bill of Rights Act (POBRA)
    - i. PC Codes
  - b. Investigative process
    - i. Is there a Criminal Investigation ongoing?
    - ii. Administrative Leave Considerations
    - iii. Investigation (Collection of evidence, interviews, documentation)
    - iv. Findings / Conclusions
    - v. Discipline –Written Reprimand, Reduction in Compensation, Demotion, Termination
    - vi. Skelly Rights
    - vii. Arbitration
  - c. Officer-involved shootings
    - i. Administrative investigation parallels the criminal investigation

- ii. Administrative Leave
- iii. Administrative investigation
- iv. Shooting Review Board

## 2. Administrative Services Unit

### a. What do they handle

- i. Tort Claims
- ii. Liaison with Risk Management, Executive Staff, and attorneys in preparation of civil litigation
- iii. CPRA Requests
- iv. Pitchess Motions
- v. Subpoena Duces Tecum (SDT's)
- vi. Subpoena service

### b. What do we get sued for?

- i. Traffic accidents
- ii. Uses of force
- iii. False arrest
- iv. Property damage
- v. Inmate deaths
- vi. In-custody deaths
- vii. Everything else

### c. State Torts

- i. Assault
- ii. Battery
- iii. Intentional Infliction
- iv. Conversion
- v. Conspiracy
- vi. Negligence
- vii. Wrongful Arrest

### d. Federal Torts

- i. Arrest
- ii. Force

- iii. Detention
- iv. Search/Seizure of Property
- e. Property damage claims
  - i. Payout from County Risk Management when damage was caused to a vehicle, fence, etc.
- f. State vs Federal lawsuits
  - i. Public has 1 year to file a lawsuit in state court
  - ii. Public has 2 years to file a lawsuit in federal court
- g. Subrogation Claim
- h. California Public Records Act (CPRA)
  - i. A law passed by the California State Legislature and signed by the Governor in 1968 requiring inspection and/or disclosure of governmental records to the public upon request, unless exempted by law.
  - ii. The CPRA regulations are defined in California Government Code sections § 6250 - § 6270.5.
  - iii. The public agency has 10 days to respond to the CPRA request unless specific criteria is met to extend the deadline. The deadline can only be extended for a period of 14 days beyond the original deadline.
  - iv. Documents in which there are no exemptions as outlined in the California Government Code.
  - v. Exemptions
- i. Pitchess Motion
  - i. A request made by the defense in a California criminal case to access a law enforcement officer's personnel information when the defendant alleges in an affidavit that the officer engaged in police misconduct - Evidence Code 1043 and 1045
  - ii. Types of law enforcement officer misconduct that could support a Pitchess motion

## **VIII. Correctional lecture and tour**

There are five jails, or correctional facilities, in Riverside County, all managed by the Sheriff's Department Corrections Division, one of the largest jail operations in the state and throughout the country. Rules at the jail facilities are strictly enforced to protect visitors, corrections staff, and inmates. Each jail has unique rules. You should contact the facility to obtain their requirements and restrictions prior to visiting the jail, sending mail, or sending money to an inmate.

- A. Facilities – five adult correctional facilities in Riverside County
  - 1. Robert Presley Detention Center (RPDC)
  - 2. Indio
  - 3. Blythe
  - 4. Southwest Detention Center (SWDC)
  - 5. Smith Correctional Facility (SCF)
- B. Approximately 4000 beds countywide
- C. Approximately 145 Deputies on duty (Dayshift) – Sworn and Correctional
- D. Rank Structure
  - 1. Correctional Chief
  - 2. Correctional Captain
  - 3. Correctional Lieutenant
  - 4. Correctional Sergeant
  - 5. Correctional Corporal
  - 6. Correctional Deputy
- E. Title 15
  - 1. Minimum guidelines for Correctional Facilities
    - a. Inmate behavior
    - b. Inmate discipline
    - c. Clothing and linen
    - d. Personal cleanliness
    - e. Meals
    - f. Mail
    - g. Recreation
    - h. Telephone access
  - 2. Visiting

3. Medical and Mental Health Services.
4. Programs.
  - a. G.E.D.
  - b. Church services
  - c. A.A.
  - d. Law Library
- F. Assembly Bill 109 (AB109)
  1. Public Safety Realignment
  2. Signed by Governor Edmund Brown in 2011
  3. Implemented on October 1, 2011
  4. Reduce overpopulation of state prisons
  5. Applies to non-serious, non-violent, or non-sex offenses
  6. State time served in county jails
- G. Work Release Programs (WRP)
  1. Full Time – Five days a week
  2. Part Time – Two days a week
- H. Supervised Electronic Confinement Program (SECP)
  1. Full time and part time
- I. Proposition 47
  1. Passed on November 4, 2014
  2. Reduces certain drug possession felonies to misdemeanors
  3. Also reduces petty theft, receiving stolen property, forge/ write bad checks
  4. Restrictions and have to be petitioned
- J. Jail tour areas
  1. Classification – Interview inmates to determine appropriate housing
    - a. Charges – current or previous
    - b. In-custody experience
    - c. Sex/orientation
    - d. High media publicity
    - e. Escape risk
    - f. Medical needs (prosthetics, wheelchair, CPAP, etc.)

- g. Colored wristbands
  - i. White – General Population
  - ii. Blue – Protective Custody
  - iii. Red – Administrative Segregation

2. Male intake

- a. Booking process
- b. Holding cells
- c. Safety cells
- d. Print room
- e. Property room

3. Female intake

- a. Booking process
- b. Holding cells.
- c. Safety cells
- d. Print room
- e. Property room

4. Transportation

5. Business office (BO)

6. Housing units

- a. 7<sup>th</sup> Floor – Medical
- b. 6<sup>th</sup> Floor – Females
- c. 5<sup>th</sup> Floor – Mental health
- d. 2A – Administrative Segregation

K. Questions?

**IX. Patrol (Laws of Arrest)**

A. Mission

- 1. In partnership with the public, we serve to protect the public by the suppression and prevention of crime, and the reduction of criminal recidivism.

2. Perform all mandates of the Office of Sheriff as provided in the U.S. Constitution and laws of the State of California, including the investigation and enforcement of violations of federal and state laws and local ordinances in a fair and reasonable manner

## B. History

1. Riverside County was created from portions of San Bernardino and San Diego Counties on May 9, 1893. In the early history of the County, the Sheriff's Office was a one-person operation. Today the Sheriff is responsible for 7,300 square miles, spreading over 200 miles in length, and embracing approximately 50 miles in width. This territory constitutes the fourth largest County in the State of California. Vast changes have occurred in Riverside County since its inception. The population, having increased from 13,745 in 1893, to more than 2,224,399 in 2012, ranks it fourth in population among California's counties. The Riverside County Sheriff's Department is now the second-largest Sheriff's Department in California, with a staff of over 4,000 dedicated men and women.

## C. Contracts

1. 18 Contract Cities
  - a. Calimesa
  - b. Canyon Lake
  - c. Coachella
  - d. Eastvale
  - e. Indian Wells
  - f. Jurupa Valley
  - g. Lake Elsinore
  - h. La Quinta
  - i. Menifee
  - j. Moreno Valley
  - k. Morongo Indian Reservation
  - l. Norco
  - m. Palm Desert
  - n. Perris
  - o. Rancho Mirage



- p. San Jacinto
- q. Temecula
- r. Wildomar

D. Stations

1. 10 Stations

- a. Cabazon
- b. Colorado River
- c. Hemet
- d. Jurupa Valley
- e. Lake Elsinore
- f. Moreno Valley
- g. Palm Desert
- h. Perris
- i. Southwest
- j. Thermal

E. Assignments

- 1. Patrol deputy
- 2. POP/COPPS/CAT/SET
- 3. GTF
- 4. Traffic
- 5. Investigations
- 6. CSOs
- 7. Support staff
- 8. Narcotic Task Force
- 9. SROs

F. Station command structure

- 1. Captain (Station Commander)
- 2. Lieutenant
- 3. Sergeant
- 4. Investigator (I, II, III, and Master)
- 5. Corporal

6. Deputy
  7. CSO
  8. SSO
- G. Station support staff
1. Crime Analyst
  2. Accounting
  3. Clerical
  4. Volunteers
- H. Types of contacts
1. Consensual encounter
    - a. Face to face contact between a private individual and Peace Officer under circumstances that would cause a reasonable person to believe they are free to leave and otherwise not cooperate
    - b. The Police Officers must be able to communicate with private individuals to aid and collect information without violating the Fourth Amendment
  2. Detention
    - a. A detention must be based on *Reasonable Suspicion* that criminal activity has taken place, is taking place, or is about to take place, and that the person detained is connected to that activity
    - b. Reasonable suspicion is the standard used to justify a detention. May be based on observation, personal training, and experience, or information from eyewitnesses, victims, or other officers
    - c. Cause reasonable people to believe they are not free to leave or otherwise disregard the Peace Officer
      - i. Physical restraint
      - ii. Unequivocal verbal commands
      - iii. Words or conduct by an officer
      - iv. Factors
      - v. Appearance or condition of person
      - vi. Actions
      - vii. Driving behaviors

- viii. Knowledge of person's history
  - ix. Demeanor
  - x. Time of day
  - xi. Location of stop
  - xii. Training and experience
3. Differences between detention and consensual encounter
    - a. Recognize scope and conditions for warrantless searches and seizures during detention for officer safety
    - b. Conditions for warrantless searches
    - c. Peace Officers must be able to articulate specific facts which caused them to reasonably believe the person may be carrying a weapon or dangerous instrument
  4. Arrest
    - a. Taking a person into custody, in a case and in a manner authorized by law (Penal Code section 834)
    - b. Must be based on probable cause
    - c. Probable Cause for arrest
    - d. Set of facts that would cause a person of ordinary care and prudence to entertain an honest and strong belief
    - e. Person to be arrested is guilty of a crime
  5. Identify the elements of a lawful arrest
    - a. May be made by a Peace Officer or private person
    - b. Arrested person must be taken into custody, in a case and in a manner authorized by law
    - c. May be made by actual restraint of the person or by the person's submission to the officer's authority. Reasonable force may be used to make an arrest, prevent escape, or overcome resistance.
  6. Differentiate between arrests vs. detention
    - a. Arrest is taking a person into custody, in a case and manner authorized by law
    - b. Detention, or stop, is an assertion of authority that would cause reasonable people to believe they are not free to leave or otherwise disregard the Peace Officer and go about their business.

## **X. Force Options Simulator (FOS)**

### **A. Introduction**

#### **1. Advanced Officer Training**

- a. Perishable skills program
- b. Tactical firearms
- c. Tactical communication/arrest & control
- d. Emergency Vehicle Operations (EVOC)

### **B. Training philosophy – force options**

#### **1. Goals**

- a. Improve decision making skills related to the use of force.
- b. Improve knowledge in current use of force law
- c. Improve skills in tactics and the selection of appropriate force options by utilization of simulator
- d. Improve ability to document a use of force Incident. De-brief.
  - i. What did you see
  - ii. What did you do
  - iii. Why

### **C. Case study**

### **D. Public concern**

- a. Community reaction to the shooting deaths of several subjects by police officers in the last year have raised public concern nationwide about the use of deadly force by police.

### **E. Understanding police use of force**

- a. What shapes the public's perceptions of police use of force
- b. Legal use of force aspects
- c. Officer safety training/tactics
- d. Common questions that arise from incidents involving use of force and the real numbers
- e. Use of force scenarios

### **F. Public education on use of force**

- a. Media
- b. Hollywood
- c. Social Media
- d. Acquaintances anecdotes
- e. What are the strengths and/or weaknesses of each

#### G. Case law

- 1. Graham v. Conner
  - a. Reasonable Officer Standard
  - b. Training and experience
- 2. Tennessee v. Garner
  - a. Use of deadly force
  - b. Reasonable officer standard
- 3. Forrett v. Richardson (9th Circuit, 1997)
  - a. Clarifies deadly force issues
  - b. Armed/Unarmed

#### F. Penal Codes

- 1. 835a P.C. - Peace officer can use reasonable force to arrest, prevent escape, or overcome resistance of any person he believes has committed a public offense.
- 2. 196 P.C. Justifiable homicide

#### G. Statistics/assaults

- 1. 121 officers were killed in the line of duty (47 gunfire, 2 assault, 10 vehicle assaults)

#### H. Training (Officer Safety)

- 1. Officer's response to "pre-assaultive" behavior
  - a. Communicate with suspect
    - i. "Take your hands out of your pockets"
    - ii. "Turn around and put your hands behind your back"
  - b. Gain distance
  - c. Deploy a reasonable force option in preparation for the suspect's most likely attack

#### I. Action v. Reaction

- 1. Action always beats reaction

2. Suspect usually acts first
  - a. Placing the officer behind curve
3. Officers need to recognize
  - a. "Pre-assaultive" behaviors
- J. Case study
- K. Force options
  1. Command presence
  2. Tactical communication/verbal commands
  3. Control and handcuffing techniques
  4. Takedowns/chemical weapons
  5. Energy weapons/Pepperball
  6. Impact weapons
  7. Lethal force
- L. Common questions
  1. "Why do cops beat-up so many people?"
    - a. We don't
    - b. In 2008 40 million people had contact with the police
    - c. 776,000 reported the use of, or threatened use of, force during the contact
    - d. That's only 1.9 percent
  2. "Why do cops shoot so many people?"
    - a. We don't
    - b. U.S. DOJ estimates between 400-600 people per year are shot by police
    - c. Journalist and academics have argued the number is closer to a thousand
    - d. Using a thousand, of the 40 million public/police contacts .000025% (1 out of 40,000) end in shootings
- M. Prevalence of police related killings
  1. How does the frequency of deaths from police use of force compare to other forms of homicide, suicide, and other unusual events?
    - a. U.S. DOJ cataloged 56,259 homicides in the U.S. between January 1, 2009 and December 31, 2012
    - b. Homicides are categorized as legal, negligent accidents, and criminal

- c. 1,491 homicides were the result of police use of force
  - d. 755 were negligent accident
  - e. 1,120 were justifiable by citizens (self-defense)
  - f. 52,893 were criminal (murders)
2. This suggests yearly averages of:
- a. 372 persons killed each year by police use of force
  - b. 189 persons killed each year in negligent accidents
  - c. 280 persons killed each year in justifiable homicides by citizens acting in self defense
  - d. 13,223 persons killed each year in criminal homicides
3. Compare this to these additional averages
- a. 35,900 persons killed each year in the U.S. in motor vehicle accidents
  - b. 38,364 persons commit suicide in the U.S. each year
  - c. 373 persons are struck by lightning in the U.S. each year
- N. Legitimate Police Use of Lethal Force
1. How often should the police legitimately be using lethal force?
- a. In *Tennessee v. Garner* (1985) and other cases, the U.S. Supreme Court specified that the police officers may use lethal force when reasonable and necessary to prevent imminent serious bodily injury
  - b. The legal definition of serious bodily injury is:
    - i. "Injury that involves substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty."
  - c. According to national statistics gathered by the FBI, from 2009-2012 a total of 58,207 police officers sustained injuries from assaults and another 224 police officers were murdered in the line of duty
  - d. This is greater than the seating capacity of a typical college football stadium
  - e. These figures suggest an annual average of 14,552 officers injured, and 56 officers killed each year in assaults while on duty

- f. While it can be estimated that police officers sustain bodily injuries or death from assaults in approximately 14,600 incidents a year. In response, only an average of 372 persons die each year as a result of police use of force
- g. This would suggest significant restraint on the part of police officers nationwide with regard to the use of deadly force; Not an epidemic of police-initiated killings in the U.S.

## 2. Perspectives

- a. In 2012 3,328 people were killed in collisions involving distracted driving
- b. In 2011 4,693 people were killed in workplace accidents
- c. In 2013 drunk drivers killed 10,076 people
- d. Approximately 98,000 people a year are killed by preventable medical mistakes in American hospitals
  - i. The Senate Subcommittee on Primary Health and Aging concluded as many as 440,000 people per year are killed by preventable medical mistakes
  - ii. Where are the protesters

## 3. Questions to address together

- a. Where does the perception of widespread police killings of citizens originate
- b. What can the police and community members do to reduce hostility and misunderstandings between the police and community members

## O. Simulator introduction

### 1. Equipment

- 2. Interactive, computer based, Force Options Simulator System (video scenarios) MILO
- 3. Wall mounted, life size, projector screen

### 4. Weapons

- a. Laser equipped pepper spray
- b. Laser equipped TASER
- c. Issued impact weapon

## P. Scenarios

- 1. Pre-programmed set of circumstances
- 2. Requires selection of appropriate force option



3. De-brief of incident

Q. Weapons safety

1. Four basic safety rules
2. Gun is always loaded
3. Never point gun at anyone
4. Finger off the trigger until ready to fire
5. Barrel always pointed down/downrange

## **XI. Special Weapons and Tactics (SWAT) and Crisis Negotiation Team (CNT)**

### **A. History of SWAT**

#### **1. Norco Bank Robbery**

- a. May 9, 1980 five men with assault rifles robbed the Security Pacific Bank at 4<sup>th</sup> & Hamner, Norco
- b. 25-mile gun battle from Norco to the San Bernardino foothills
- c. 33 patrol cars damaged
- d. 1 sheriff's helicopter shot down
- e. Numerous civilians shot at
- f. 2 robbers dead
- g. 3 robbers imprisoned, life without parole
- h. 8 wounded Deputies
- i. 1 Deputy killed - Deputy James Evans, 39, was ambushed and killed in the foothills of San Bernardino

#### **2. Creation of SWAT**

- a. September 17, 1980, then Sheriff Ben Clark, issued departmental memorandum #1460 authorizing the formation of the Emergency Service Teams
- b. Six teams were formed of 50 sworn personnel

### **B. Physical considerations**

#### **1. Fitness standards for SWAT team members**

- a. RSD minimum fitness standards
- b. RSD quarterly physical fitness qualifications course
- c. Annual medical physical fitness & baseline exam

2. Lifetime fitness recommendations
    - a. Healthy diet
    - b. Healthy life choices
    - c. Regular exercise program
  3. Physical training for SWAT team members
    - a. Cardiovascular training
    - b. Flexibility training
    - c. Endurance training
    - d. Strength training
  4. Emergency medical procedures
    - a. TEMS - Tactical Emergency Medical Support
- C. Basic SWAT concepts
1. Common SWAT responses
    - a. Active shooter response
    - b. Barricaded suspect operations
    - c. High risk warrant service
    - d. Homicide bombers
    - e. Hostage rescue operations
    - f. Suicide intervention
  2. Incident command and direct supervision of the SWAT team
    - a. Structure/Configuration
    - b. Communication and notifications
    - c. Decision making process
    - d. Responsibility for actions
    - e. Overview of Incident Command System (ICS)
  3. SWAT activation criteria
    - a. RSD
    - b. Participating agencies respective activation criteria (Comparative Discussion)
    - c. Evolving use of a threat/activation matrix
  4. Team composition and duties
    - a. Command staff

- b. Team leader
  - c. Scouts
  - d. Emergency React Team (ERT)
  - e. Perimeter team
  - f. Entry team
  - g. Breach team
  - h. Sniper/observer
  - i. Medics/doctor
  - j. Tactical dispatcher
5. Support equipment and technology
- a. Mobile command post
  - b. Armored vehicles
  - c. Chemical agent delivery systems
  - d. Ballistic shields, entry tools and bang poles
  - e. Auxiliary lighting
  - f. Fiber-optics, RF Video, NVG, thermal imaging & digital cameras
  - g. Self-Contained Breathing Apparatus (SCBA)
  - h. CBRNE Personal Protective Equipment (PPE)
  - i. CBRNE detection equipment
- D. Crisis Negotiation
- 1. Negotiation concepts and strategies
    - a. Historical overview of negotiations
    - b. Basic negotiations theory
    - c. Team structure
    - d. Incident types
    - e. Negotiation philosophy
    - f. Surrender phase
    - g. Post-incident debriefing
    - h. Training
  - 2. Relationship between SWAT and Crisis Negotiation Teams
    - a. On-going joint training

- b. Clearly defined operational command structure
- c. Enhanced communication capabilities
- d. Intelligence resource

## **XII. Canine Team**

### **A. History**

1. Dogs have been used by law enforcement agencies for over 100 years
2. The English used bloodhounds while searching for Jack the Ripper in 1888, and during that time they allowed canines to accompany Bobbies (police) on patrol.
3. In 1899, in Ghent, Belgium, police started formally training dogs for police work which enhanced the popularity of using dogs for police work
4. By 1910, Germany had police dogs in over 600 of their largest cities
5. In 1938, South London introduced two (2) specially trained Labrador Retrievers to the Metropolitan Police Force to accompany bobbies on patrol
6. In the 1970's the use of dogs in law enforcement took a foothold in the United States.
7. In 1983, RSO started its own canine program
8. Currently RSO has 26 canines on the Department

### **B. What are dogs used for in law enforcement?**

1. Often used to search for drugs, weapons, and explosives.
2. Search and rescue cadaver dogs
3. Jail dogs search for pruno (inmate made alcohol), tobacco and cellphones

### **C. What breed of dogs are typically used in law enforcement for patrol?**

1. German Shepherd
2. Belgian Malinois
3. Dutch Shepherd

### **D. What breed of dogs are typically used in law enforcement for detection?**

1. Labrador Retriever
2. Springer Spaniel
3. Bloodhound

### **E. What odors are patrol canines trained to detect?**

1. Marijuana
2. Cocaine

3. Methamphetamine
  4. Heroin or opiates
  5. Ecstasy (some forms)
- F. When can a canine be used?
1. The canine team's basic responsibility is to support field personnel to increase efficiency and prevent injury.
  2. Search for suspects
  3. Search for narcotics
  4. Search for evidence/articles
  5. Scene containment
  6. Suspect control
  7. Suspect apprehension as a last resort
  8. Public demonstrations
- G. Using a canine to apprehend a suspect
1. All apprehensions must be judged by a standard of "reasonableness." (Graham vs. Connor)
  2. Age, size, relative strength and physical abilities of suspect.
  3. Availability of other options.
  4. In general, the arrest of a misdemeanor suspect, or the suspect of a non-violent felony are **not** made with a canine.
- H. When shouldn't a canine be used?
1. To apprehend known juveniles
  2. To apprehend persons known to be suffering from mental disorders
  3. To effect the arrest of persons known to be substantially under the influence
  4. The canine is not used to extract a known armed suspects from a confined location.
  5. The canine is not an alternative to an SEB call out.
  6. Only in extreme circumstances the canine may be used
    - a. K9 Sultan was shot and killed while attempting to apprehend an armed felon in the area of San Jacinto Street and Mayberry Avenue in Hemet. Sultan had tracked the man underneath a house where he was shot. His handler immediately transported him to an animal hospital where he was pronounced

dead. The subject was shot and killed later in the night after he emerged from a house holding a gun. K9 Sultan was a narcotics and tracking canine. He had served with the San Jacinto Police Department, which contracts police service from the Riverside County Sheriff's Department, for two years.

I. Bloodhound considerations

1. Can be used for missing persons, fleeing suspect(s), recent unoccupied stolen vehicles
2. Bloodhounds track a specific scent
3. Scent pads can be used later as evidence
4. Scent can be removed from clothing, steering wheel and anything the suspect touched
5. If suspect clothing is located, do not touch it. Secure it so handler can remove scent from the object. Do not touch anything you think the suspects scent is on.

J. Training requirements

1. The basic handler courses
  - a. Patrol 240 hours
  - b. Narcotic detection 200 hours
  - c. Explosive detection 280 hours
  - d. Mandated POST handler update once a year 24 hours
2. POST mandates a minimum of 24 hours of training per month

K. Which county stations utilize canines?

1. Hemet
2. Jurupa
3. Lake Elsinore
4. Cabazon
5. Perris
6. Indio
7. Blythe

L. Which contract city stations utilize canines?

1. Temecula
2. Moreno Valley

3. San Jacinto
  4. Palm Desert
- M. Do any other locations utilize a canine?
1. Larry Smith Correction Facility
  2. Hazardous Device Team
- N. Nonprofit canine association
1. Created in 2006 to fund retired police canines
  2. Hosts a yearly canine competition as a fundraiser
- O. Canine demonstration

### **XIII. Hazardous Devices**

1. The Hazardous Device Team (HDT) was established in 1980, post Norco Bank Robbery incident. The HDT provides trained experts in numerous types of explosive devices as well as chemical agents with specialty equipment to handle or disarm hazardous devices throughout the county. NOTE: Any potentially explosive device has the likelihood to explode and cause harm. If an object is located, which appears hazardous in nature, leave the object where it was found and dial emergency services (Dial 911) from a non-cellular telephone line. It is recommended to refrain from using a cellular telephone or any other electronic device near and around any suspected explosive devices, when possible.
2. Generally, members of the public do not have the expertise to tell if devices are safe to move or not. Always assume the device is hazardous. If you come across something that you think may be an explosive device:
  - A. Leave the item where it is. Even if it looks old and rusty, it may still contain explosives and is, therefore, potentially dangerous.
  - B. Do not touch the device and immediately move away to a safe location
  - C. Notify the Riverside County Sheriff's Department and give them clear information about the description and location of the suspected item
- D. HDT statistics
  1. 250 bomb related calls per year
  2. About 30% are real devices
  3. Geographic area of coverage from Corona to Blythe

4. About 1 in 5 military ordinances found are live
- E. Training
  1. 40 hour POST certified
  2. RSD – additional 560+ hours
  3. Takes three years to complete basic training
- F. HDT members
  1. Nine Bomb Techs
    - a. One sergeant
    - b. Seven deputies
    - c. All seven deputies are equally equipped
- G. Explosives Detection K-9
  1. Four bomb sniffing dogs in Riverside County
  2. Never deployed on suspicious packages
- H. Bomb threats
  1. HDT does not respond to all threats
  2. HDT will respond if
    - a. Suspicious device/ package is located
    - b. There are credible facts to the threat
- I. Bomb equipment
- J. Confirmed or suspected IEDs
- K. Who makes IEDs
  1. Juveniles
- L. Pressure bombs
  1. Dry ice
  2. Acid
  3. Chlorine
  4. Piccolo Pete
  5. NEVER attempt to pop bottles
  6. There are destructive devices, per the law
- M. Pressure bomb injuries
- N. Fireworks



1. Fireworks are illegal in most of Riverside County
  2. Anyone can voluntarily turn in fireworks
  3. Fines start around \$500 for first offense
- O. Mexican fireworks
1. Contain illegal explosive mixture
  2. Possession is a felony
  3. These items can be EXTREMELY sensitive
- P. Fireworks Injuries
- Q. Commercial Explosives
- R. Explosive power (Video)
- S. Thermal effect (Video)
- T. Military ordinance
- U. Grenades
1. DO NOT TOUCH! Call HDT
  2. First offense is an infraction, subsequent offenses are wobblers
- V. Exploding Targets
1. Felony to possess, before and after they are mixed
- W. Be aware of suspicious packages
- X. Questions

#### **XIV. Forensics**

- A. Crime Scene Protection/ Preservation
- B. What is a crime scene?
1. Primary – original location.
  2. Secondary – alternate location where additional evidence may be found.
- C. Initial Approach.
1. Take photographs.
  2. Document the scene.
  3. Interview Witnesses.
  4. Don't disturb scene more than necessary.
  5. Watch where you step.

6. Avoid kicking anything lying on the ground/ floor.
- D. Evidence Preservation – victim care is first priority.
1. Render FA/ CPR.
  2. Wear gloves.
  3. If you move something, tell police and note it in report.
  4. Safeguard scene.
  5. Seal off area.
  6. Document who comes in contact with scene.
  7. Try to keep witnesses at scene.
  8. Record first statements.
  9. Sexual assault victims.
    - a. Should not wash or use restroom until examined.
    - b. Report if scratched assailant.
  10. Do NOT shake or turn clothing inside out.
  11. Bag and secure clothing.
  12. Wet clothing placed in paper (not plastic) bag.
  13. Wet clothing should not stay in ANY kind of bag over two hours.
  14. Leave firearms in exact position found.
  15. Assume all weapons are loaded.
  16. If firearm must be moved, only one person handles.
  17. Outline weapon before moving.
  18. Handle weapon by grips.
  19. DO NOT attempt to clear or unload weapon.
  20. Never place anything in barrel or trigger guard.
  21. Avoid handling bullets.
  22. Place in plastic bag.
  23. Turn over to police.
  24. Do not let evidence leave your custody, unless giving it directly to a peace officer.
  25. Note in report that you handled evidence and to whom you gave it to.
  26. Provide your name and information for report.
- E. Evidence Collection – protect the crime scene.

- F. Chain of Custody – handling of evidence and its integrity. If chain of custody is broken, it becomes inadmissible in court!
- G. Why is evidence collected?
1. Prove a crime has been committed.
  2. Establish elements of a crime.
  3. Link suspect with a crime or victim.
  4. Establish identity of victim or suspect.
  5. Corroborate verbal witness testimony.
  6. Exonerate the innocent.
  7. Give detectives leads.
- H. Types of Evidence.
1. Testimonial.
  2. Physical.
  3. Trace.
  2. Fingernails.
  3. Bite Marks.
  4. Broken Fingernails.
  5. Blood/ Body Fluids.
  6. Blood Splatters.
  7. Hair.
  8. Tool Marks.
  9. Fibers.
  10. Paint.
  11. Glass.
  12. Documents.
  13. Firearms.
- I. Fundamental Principle - It is impossible to be in a crime scene without:
1. Leaving evidence of yourself on scene.
  2. Taking evidence of scene with you.
- J. Locard's Exchange Principle - Every Contact Leaves a Trace.
- K. Do NOT smoke, eat, drink, leave wrappers, or use bathroom at scene.

- L. Investigating the Evidence.
  - 1. Latent prints.
  - 2. Ballistics (Firearms).
  - 3. Toolmarks.
  - 4. Questioned documents.
  - 5. Drug chemistry.
  - 6. Trace chemistry.
  - 7. Microscopy.
  - 8. Biology/ DNA.
  - 9. Toxicology.
- M. What Evidence Would You Collect? (Crime Scene Photo)
- N. Crime Scene Challenge.
  - 1. Study photo of crime scene for two minutes.
  - 2. Answer ten questions about crime scene.
  - 3. Last slide is answer key.

## **XV. Coroner Office**

The Coroner Bureau is tasked with conducting inquiries into all suspicious and unnatural deaths within the County of Riverside. In all cases which come under its jurisdiction, the Coroner's Bureau will conduct thorough Medico-Legal Death Investigations in order to determine the Manner, Mode, and Cause of Death for each decedent. Deputy Coroners establish medical facts pertaining to each case. Additionally, they direct medical and scientific personnel to establish and provide information necessary to carry out this mandate.

- A. History.
  - 1. Established on May 2, 1893
  - 2. Consolidated with Riverside Sheriff's Dept. on January 4, 1999
  - 3. First female Chief Pathologist in Riverside County history – Dr. Jennifer Park
- B. Locations and Staffing
  - 1. Perris and Indio
  - 2. Total of 34 staff between the two facilities
    - a. One Captain

- b. Two Lieutenants
  - c. Seven Sergeants
  - d. Two Corporals
  - e. Twenty-two Deputies
- C. Forensic/Coroner Staff – Chief Pathologist and Coroner Technicians
  - 1. Chief Pathologist and Forensic Pathologists
    - a. Performs autopsies – 45 mins to two hours to complete
    - b. Weigh each organ
    - c. Document findings
  - 2. Coroner Technicians
    - a. X-Ray all deaths
    - b. Obtain fingerprints
    - c. Recover samples of bodily fluids
    - d. Photograph all injuries
    - e. Photograph each portion of autopsy
- D. Coroner Incident Response Team (CIRT)
- E. Responsibilities
- F. Death notification – One of the most difficult tasks faced by L.E. Officers.
- G. Purpose
  - 1. Provide better understanding of death notifications.
  - 2. Better understand grief process
  - 3. Prepare for making death notification
- H. Common reactions
  - 1. Physical
  - 2. Emotional
  - 3. Cognitive
- I. Notifications
  - 1. Made in person, not by telephone
  - 2. Made to adults, not minors
  - 3. Made in pairs
  - 4. In plain language

5. With compassion
  6. Offer guidance and direction
  7. Follow up
  8. Workplace
- J. Authority
- K. Decedent identification.
1. Photos
  2. Fingerprints
  3. Dental records
  4. DNA
- L. Comparative
1. Demographic data
  2. Surgical and medical comparison
  3. Circumstantial
- M. Specialized areas.
1. Archaeology – remains are buried, scattered, burnt, or fragmented
  2. Anthropology – skeletal biology for sex, age, race, time of death
  3. Odontology – comparing dental charts/ records with remains
- N. Types of history used to assist in determining cause and manner of death
1. Medical
  2. Mental
  3. Social
  4. Contacts with other agencies
- O. Types of injuries
1. Sharp Force
  2. Blunt Force
  3. Strangulation/asphyxiation
  4. Gunshot wounds
- P. Public and professional programs
1. Provide instruction for Sheriff's Basic Peace Officer Academy
  2. Interact with community and groups, such as:

- a. Mothers Against Drunk Driving (MADD)
  - b. Trauma Intervention Program (TIP)
  - c. Various youth groups
- 3. Provide instruction/classes
  - a. Nursing students
  - b. Hospice staff
- Q. Coroner's Bureau Tour

## **XVI. Dispatch/Radio Communication**

- A. Communications centers
  - 1. Riverside
  - 2. Palm Desert
  - 3. Blythe
- B. Policies and procedures
- C. Radio demeanor
- D. ABCs
  - 1. Accuracy
  - 2. Brevity
  - 3. Courtesy
- E. Radio transmissions
- F. Radio traffic
- G. Dispatching calls
- H. Talk groups
  - 1. Patching
- J. Mobile Data Computer (MDC)
  - 1. Voicing calls
  - 2. Safety checks
  - 3. Radio display screen
- K. Phones
  - 1. Public Safety Answering Point (PSAP)
  - 2. Computer Aided Dispatching (CAD)

- 3. FCC rules
- 4. Radio demeanor ABCs
- 5. Accuracy
- 6. Brevity
- 7. Courtesy
- L. Radio transmissions
- M. Radio traffic
- N. Dispatching calls

## **XVII. Media relations**

- A. Purpose of instruction
  - 1. Provide a better understanding of the Media Information Bureau
  - 2. General Orders dealing with Media Relations
  - 3. Releasable information
- B. Members of MIB
- C. What does MIB do
  - 1. 16,000 calls per year are handled between the PIOs
  - 2. Media events
  - 3. Press conferences
  - 4. High profile cases
- D. General Order 109.01
  - 1. The Department is aware that the public has a right to know certain aspects of Departmental operations. The news media represents the means by which information is gathered and presented to the public
- E. General Order 109.07
  - 1. Department divides incidents into two categories
    - a. Critical incidents
      - i. Countywide impact
      - ii. Multi-station operation or incident
      - iii. Departmental policy, programs, and procedures or directives
      - iv. Another agency or Riverside County Safety employee



- v. Departmental employee's injury or death
  - vi. Employee personal matter
- b. Routine incidents
  - i. All other incidents not meeting the above criteria and which the Department has an active role or involvement.
  - ii. Release of information on critical incidents done by Sheriff, or his designee
- F. General information regarding an incident or investigation may be released to news media by a Departmental supervisor
- G. No information that may have an adverse effect on Departmental investigation shall be released
- H. Incidents that may attract high media interest shall be brought to the immediate attention on the Station, Bureau or Facility Commander, and the Public Information Officer.
- I. General Order 109.11
  - 1. Supervisor or PIO shall insure the following tasks are performed regarding media relations
    - a. Obtain basic information to prepare initial news release
    - b. Provide initial information to news media and media contact point
- J. Penal Code 409.5(d)
  - 1. Department may close the area under the authority of the 409.5 (a) P.C. a menace to the public health or safety as created by a calamity such as a flood, storm, fire, earthquake, explosion, accident, or other disaster..."
  - 2. However, nothing in this section shall prevent a duly authorized representative of any news service from entering the closed area
- K. Releasable information
  - 1. Disclosure - Crime and arrest reports
  - 2. Arrestee's full name (Except juveniles)
  - 3. Area of residence
  - 4. Occupation
  - 5. Physical description
  - 6. Age and race
  - 7. Time and date of arrest

8. Booking photo
9. Bail amount
10. Location held
11. All Charges, including warrants
12. Parole or Probation holds
13. Location of arrest
14. Factual circumstances

L. Releasable information and circumstance of arrest

1. Resistance by the suspect
2. Pursuit necessary to arrest
3. Use of weapons by suspect
4. Identification of arresting/investigating officer
5. Limited description of evidence
6. Charges
7. Request for assistance from public

M. Non-releasable information

1. Investigative proceedings involving OIS or other personnel actions
2. Prior Criminal Record, reputation, or character of suspect
3. Any personal information regarding a juvenile arrestee or suspect
4. Confession or existence of a confession
5. Deputy's/ Investigator's opinion
6. Comments regarding other agency's investigation
7. I.D., credibility, or testimony of prospective witness
8. Personal opinion as to the suspect's guilt, innocence, or merit of the case
9. Information known to be admissible in court
10. Investigative procedures such as fingerprints, polygraph test, or ballistic tests

N. Press release

1. Much like a short story
2. Should include a beginning, middle, and an ending
3. Like a police report they should, be in chronological order, accurate, detailed, and concise

4. Most important, they should have a message

O. Considerations

1. What you write may be read by countless members of the public and the law enforcement community
2. How the information you are about to release can influence or impede your investigation
3. Are you about to release information which could jeopardize your investigation, the Department or place civil liability on the department or yourself as an individual?
4. Will you offend anyone by the information released
5. The public
6. Contract Cities
7. Other Agencies
8. Proof read your document
9. Can it stand alone
10. Does it make sense
11. Is your release going to lead more questions than it answers

P. Immediate reporting

1. Arrests of VIPs or notables or outside agency sworn officers
2. Critical Incidents, local disasters, 11-99's
3. Press Contacts, Media inquiries, Media note-worthy breaking events
4. Arrest, Detention or Booking of any employee by other Law Enforcement Agency
5. Pursuits that result in injury to our deputies, the pursued suspects or others
6. Pursuits that are getting TV coverage, use of spike strips or unusual damage
7. PERS that involve criminal conduct by our employees
8. Deaths or serious injuries in-custody or in the process of being taken into custody
9. Serious illness or hospitalization of employee(s)
10. SWAT High profile search warrants
11. SAR's formal aid requests out of County or within County
12. Evacuations of any type
13. Rape or sexual assaults
14. Use of non-lethal force weapons activations

- Q. Social Media
- R. Conclusion

## **XVIII. Court Services**

### **A. History**

1. In March 1990, the Riverside County Marshal's Office was merged with the Riverside County Sheriff's Department
2. All of the services previously provided by the Marshal are now provided by the Court Services Division of the Sheriff's Department

### **B. Sheriff's Department role**

1. Security in the courts
  - a. Monitors court security and decorum; serving the courts by maintaining public safety
2. Execution of orders issued by the court
  - a. Receives, serves, and executes all civil processes and orders that are accepted for service in the manner prescribed by law. The law requires that any civil process brought to the Sheriff for service must be valid on its face, issued by a competent authority, and accompanied by adequate legal instructions.
3. Service and enforcement of civil processes
  - a. We serve civil and criminal arrest warrants
    - i. Writ of Execution (Money judgment)
    - ii. Writ of Possession (Real property/personal property)
    - iii. Writ of Sale Writ of attachment
    - iv. Writ of Possession (Claim & Delivery)
    - v. Writ of Assistance
    - vi. Warrant of arrest
    - vii. Personal/real property sales
    - viii. Forthwith removal order
    - ix. Domestic Violence Temporary Restraining Order
    - x. Order for Appearance of a Judgment Debtor

xi. Garnishments

C. Criminal Proceedings

1. Criminal trial
2. Arraignment
3. Preliminary hearing
4. Jury selection
5. Felony settlement conference
6. Bail Hearing

**XIX. Aviation**

A. History

1. The first aircraft to fly for the Department was a circa 1948 Bi-Plane flown by Pilot Special Deputy Roman C. Warren
2. Through the 70s and 80s, mostly single engine high wing Cessna's were flown
  - a. Used primarily for surveillance and photographs
  - b. Flown by Deputies and Reserve Deputies on a "Do Not Interfere" basis with regular duties
  - c. These planes were scattered throughout the county at various airports
  - d. There was not an established Aviation Unit during this time period
3. In 1991, the Department purchased two new McDonnell Douglas MD500E helicopters which were based out at Thermal
4. In 1992, the Unit moved to Hemet Ryan Airport, where it remains today
5. Throughout the 90s, in addition to the MD500Es, the unit also flew military surplus OH-6s and OH-58s (both of which were flown in the Vietnam war)

B. Current Aircraft Overview

- i. In 2000, the unit purchased two American Eurocopter AS350B3s (A-Stars) to replace the two MD500Es which were lost during two separate flight accidents. Two additional Eurocopters were purchased a few years later.
- ii. In August 2014, one Eurocopter was lost in a training accident

- iii. In 2015, the Department purchased two Airbus H-125s, which are updated versions of the Eurocopter AS350s
  - a. Equipped with a more powerful engine, updated pilot avionics, a Goodrich Hoist System, a High Definition Forward Looking Infrared (FLIR), and a TrakkaBeam Spot light
- iv. The Department continues to fly one Bell OH-58 primarily used for day shift and new pilot training.
- v. There is also a Cessna 182 kept at Hemet Ryan used for surveillance missions

#### C. Aviation unit positions

- 1. Entry position into the unit is the Tactical Flight Officer Position (TFO)
- 2. Requirements to be Selected for TFO
  - a. Must have at least 3 years of patrol experience
  - b. Oral Interview and Practical Exam given during testing process for TFO
  - c. If selected, the TFO goes through approximately 4 months of training. (2 months of daytime operations and 2 months of nighttime operations)
  - d. If the candidate successfully passes training they are assigned a shift.
  - e. Roughly 50% of candidates washout during training
- 3. Pilot
  - a. Pilots are selected from current TFOs in the Unit
  - b. Most pilots have performed the TFO position for roughly 4-5 years before being selected as pilot
  - c. Must already have a Private Pilots License in either fixed wing or rotary wing aircraft to be selected
  - d. If selected, the Department will send the Pilot to Commercial school to obtain a Commercial Rotary Pilots license which takes about 4 months to complete
- 4. Staffing
  - a. One Sergeant
  - b. One Corporal (Chief Pilot)
  - c. Seven Pilots
  - d. Three Tactical Flight Officers
  - e. Dayshift Operations

- f. Seven Days a Week 0800-1800 Hours
- g. Nightshift Operations
- h. Seven Days a Week 1700-0300 Hours
- i. Crews can be called out during Holidays and non-crew assigned hours (0300-0800)

5. Why do we need Aviation

- a. JPL study show one air unit can cover the same area as 17 ground units
- b. An "Eye in the sky
- c. Can access areas not reachable by ground units
- d. Transport units to another area quickly and safely
- e. Removed from "the chaos," can observe and direct while deputies concentrate on task at hand

6. Responsibilities

- a. Number one priority as a support unit is Officer Safety
- b. Support/assist ground units with calls for service
- c. Pursuits (vehicle & foot)
- d. Search warrants
- e. SWAT missions
- f. Video downlink
- g. Crime scene photography
- h. Search and Rescue
- i. Marijuana eradication
- j. Transportation.

7. Search and Rescue

- a. California Government Code 26614
  - i. The board of supervisors of a county may authorize the sheriff to **search** for and **rescue** persons who are lost or are in danger of their lives within or in the immediate vicinity of the county
- b. Riverside County
  - i. 7,208 square miles.
  - ii. -220 ft. below sea level (Coachella Valley).

- iii. 10,834 ft. above sea level (San Jacinto Peak).
  - iv. Cleveland and San Bernardino National Forest
  - v. Joshua Tree National Park
  - vi. Santa Rosa National Monument and San Jacinto Mountain ranges
  - vii. Pacific Crest Trail
  - viii. Hundreds of additional miles of hiking and off road trails
  - ix. 10<sup>th</sup> most populous county in the United States (2010)
  - x. Borders four of the top twelve most populous counties in the United States (2010)
- c. Groups that assist with Search and Rescue Missions
- i. SERT (Sheriffs Emergency Response Team)
  - ii. RMRU (Riverside Mountain Rescue Unit)
  - iii. DSSAR (Desert Search and Rescue)
  - iv. Blythe Search and Rescue
  - v. Palm Springs Search and Rescue
  - vi. State Parks
  - vii. Search dogs
  - viii. Bloodhounds
- d. Stats
- e. When not assigned a call for service
- i. Patrol car in the sky
  - ii. Monitor all radio frequencies, including local Police departments and air to air radios
  - iii. Patrol unincorporated areas
  - iv. Check high crime areas
  - v. Look for any suspicious activity
- f. Forward Looking InfraRed (FLIR)
- i. What is it
  - ii. How is it used
  - iii. Takes time and patience
  - iv. Does it record



- g. Crimes against the aircrew
  - i. Lasers and high intensity lights
    - a. Can cause blindness
    - b. Spatial disorientation
    - c. Can dissipate across the windscreen causing loss of field of vision
  - ii. California Penal Codes and US Government codes used or prosecution

## **XX. Volunteers**

Public safety is everybody's business. The Riverside County Sheriff's Department welcomes Volunteer service. Volunteers have always played a key role in law enforcement and by involvement in their community, citizens may determine the character of life at their own doorstep. We value the Citizen Volunteer Program and encourage you to join our law enforcement team. There are many avenues available to you to fulfill this goal of making Riverside County a better and safer place to live.

### **A. Citizens**

1. Background process
  - a. Contact station Volunteer Coordinator
  - b. Complete and submit background packet
  - c. Attend mandatory 40-hour Volunteer Academy
2. Categories
  - a. Mounted Posse
  - b. Search and Rescue
  - c. Mountain Rescue
  - d. Neighborhood Watch
  - e. Crime Prevention
  - f. Citizen Patrol
  - g. Dive team
  - h. Chaplain Corps
  - i. Logistics
3. 10 Stations

#### 4. Training

- a. Volunteer academy
- b. Driver awareness training
  - i. Basic driving principle
  - ii. Legal and moral aspects
  - iii. Vehicle care and maintenance
  - iv. Defensive driving
  - v. Vehicle operation factors
  - vi. Maneuvering course exercises
  - vii. Course exercises
- c. First Aid/CPR
  - i. POST certified
  - ii. American Red Cross
- d. Emergency Management System
  - i. SEMS – Standardized Emergency Management System
  - ii. NIMS – National Incident Management System
  - iii. ICS – Incident Command System

#### B. Reserves

1. Provide additional law enforcement resources to serve the citizens of Riverside County
2. Peace Officer powers while on duty, in accordance the laws of the State of California
3. Must complete POST-certified basic course
4. Modules I, II, and III
5. Minimum of 664 hours (Average 17-20 weeks)
6. Minimum of 24 hours of POST-certified training every two years, thereafter
7. Must work 24 shifts per year
8. Must complete Field Training Program

#### **XXI. Thank you & Photo Opportunity**



**Riverside County Sheriff's Department**  
*Chad Bianco, Sheriff-Coroner*

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**Ben Clark Public Safety Training Center**

16791 Davis Avenue, Suite A • Riverside • California • 92518  
[www.riversidesheriff.org](http://www.riversidesheriff.org)

**Citizens' Posse Academy**

**Expanded Course Outline**

**RSD# 2013009**

# CITIZEN'S POSSE ACADEMY

## EXPANDED COURSE OUTLINE

The Riverside County Sheriff's Department presents a five-week, 40-hour Citizen's Posse Academy at the Ben Clark Public Safety Training Center, located at 16791 Davis Avenue, in Riverside. Classes are held on weekdays from 1800-2200, or Saturdays only from 0800-1700.

Riverside County Residents will learn the daily operations of the Sheriff's Department along with the policies and procedures within law enforcement. Topics will include the History and Functions of the Sheriff's Department, Law Enforcement Ethics, and Criminal Law. Guest speakers will cover subjects related to Forensics, Volunteer Program, Hostage Negotiations, Emergency Services Team and Media Relations. During this five-week course you will have an opportunity to tour the Robert Presley Detention Center and the Coroner's Office in Perris.

All applicants must be, at least, 18 years old and reside in the County of Riverside. No prior felony convictions and no misdemeanor arrest within one year of applying for the academy.

This is a basic training course for Citizen's on Patrol and Mounted Posse members designed to provide basic skills and knowledge. This course satisfies Mounted Posse manual requirement 302.08.

- I. Introductions
  - A. Registration
  - B. Welcome
  - C. Department Expectations
- II. Radio Communications
  - A. Communications Centers
    - 1. Riverside
    - 2. Palm Desert
    - 3. Blythe
  - B. Policies and Procedures
- III. Radio Demeanor
  - A. ABC's
    - 1. Accuracy
    - 2. Brevity
    - 3. Courtesy
  - B. Radio Transmissions
  - C. Radio Traffic
  - D. Dispatching Calls
  - E. Talk Groups
  - F. Patching
- IV. Mobile Data Computer (MDC)

- A. Voicing Calls
- B. Safety Checks
- C. Radio Display Screen

#### IV. Phones

- A. Public Safety Answering Point (PSAP)
- B. Computer Aided Dispatching (CAD)
- C. FCC Rules
- D. Radio Demeanor ABC's
  - 1. Accuracy
  - 2. Brevity
  - 3. Courtesy
- E. Radio Transmissions
- F. Radio Traffic
- G. Dispatching Calls

#### V. Trauma Kit

- A. Introduction/ Product Overview
- B. Live Demonstration
- C. Gunshot Wound Video
- D. Practical Applications

#### VI. Media Relations/ Dealing With The Public

- A. General Orders 109.01
  - 1. Public has right to know certain aspects of Departmental operations.
- B. General Order 109.07
  - 1. Department divides incidents into two categories.
    - a. Critical Incidents
      - 1. Countywide impact.
      - 2. Multi-station operation or incident.
      - 3. Departmental policy, programs, and procedures or directives.
      - 4. Another agency or Riverside County Safety employee.
      - 5. Departmental employee's injury or death.
      - 6. Employee personal matter.
    - b. Routine Incidents
      - 1. All other incidents not meeting the above criteria and which the Department has an active role or involvement.
- C. Release of information on critical incidents done by Sheriff, or his designee.
- D. General information regarding an incident or investigation may be released to news media by a Departmental supervisor.
- E. No information that may have an adverse effect on Departmental investigation shall be released.
- F. Incidents that may attract high media interest shall be brought to the immediate attention on the Station, Bureau or Facility Commander, and the Public Information Officer.
- G. General Order 109.11

1. Supervisor or PIO shall insure the following tasks are performed regarding media relations.
  - A. Obtain basic information to prepare initial news release.
  - B. Provide initial information to news media and media contact point.
- H. Penal Code 409.5(d)
  1. Department may close the area under the authority of the 409.5 (a) P.C. a menace to the public health or safety as created by a calamity such as a flood, storm, fire, earthquake, explosion, accident, or other disaster...”
  2. However, nothing in this section shall prevent a duly authorized representative of any news service from entering the closed area.
- I. Releasable Information
  1. Disclosure-Crime and Arrest Reports
  2. Arrestee’s Full Name (Except Juveniles)
  3. Area of Residence
  4. Occupation
  5. Physical Description
  6. Age, Race
  7. Time and Date of Arrest
  8. Booking Photo
  9. Bail Amount
  10. Location Held
  11. All Charges, Including Warrants
  12. Parole or Probation Holds
  13. Location of Arrest
  14. Factual Circumstances
- J. Releasable Information and Circumstance of Arrest
  1. Resistance by the suspect
  2. Pursuit necessary to arrest
  3. Use of weapons by suspect
  4. Identification of arresting/ investigating officer
  5. Limited description of evidence
  6. Charges
  7. Request for assistance from public
- K. Non-Releasable Information
  1. Investigative proceedings involving OIS or other personnel actions.
  2. Prior Criminal Record, reputation, or character of suspect.
  3. Any personal information regarding a juvenile arrestee or suspect.
  4. Confession or existence of a confession.
  5. Deputy’s/ Investigator’s opinion.
  6. Comments regarding other agency’s investigation.
  7. I.D., credibility, or testimony of prospective witness.
  8. Personal opinion as to the suspect’s guilt, innocence, or merit of the case.

9. Information known to be admissible in court.
10. Investigative procedures such as fingerprints, polygraph test, or ballistic tests.

L. Press Release

1. Short Story
2. Beginning, Middle, End
  - a. Beginning includes date, time, location, and why press release is written.
  - b. Middle includes details of incident and what occurred.
  - c. End should include what you want the public to know or do as a result of investigation.
3. Chronological Order, Accurate, Detailed, and Concise
4. Should Have A Message

M. Considerations

1. What you write may be read by countless members of the public and law enforcement community.
2. How the information you are releasing can influence or impede investigation.
3. Will the information jeopardize investigation or department, or place civil liability on the department or yourself as an individual?
4. Will the information offend anyone?
5. Public
6. Contract Cities
7. Other Agencies
8. Proofread your document.
9. Can it stand alone?
10. Does it make sense?
11. Will it lead to more questions than it answered?

N. Sound Bites

1. Be prepared, have a message, get your facts in order, know what you can and cannot release.
2. Do not make a statement until you are ready.
3. Choose your location, remember you are in charge, keep control of the situation.
4. Never lie, never say, "No Comment," never argue or defend.
5. Keep it simple.
6. Make sure you are presentable.
7. Always remember you are a direct representative of the Sheriff, be professional.

O. Media Tips

1. Do not be afraid to say, "I don't know," but will try to get the answer.
2. Avoid arguments with reporters. You will never win.
3. Leave your ego, hostility, and anger behind when you are interviewed.
4. Set the pace. Wait until the questioner has finished before answering.
5. Pause when you need to gather your thoughts.
6. Correct false premises and incorrect information.

P. Sending Your Press Release

1. E-mail to [PIO@riversidesheriff.org](mailto:PIO@riversidesheriff.org)
2. This also sends it to all Chief and Station Commanders.
3. Call PIO at 951-222-7536

Q. Proper Posting

1. Incident topic in subject line.
2. Copy and paste actual text onto body of e-mail.
3. Attach Word document containing text (without Sheriff's star).

R. Conclusion

1. Functions of the Media Information Bureau
2. General Orders dealing with Media Relations
3. Releasable vs. Non-releasable Information
4. How to write a Press Release
5. How to conduct a Sound Bite

S. Corporal Donowho Contact Information

Sheriff's Administration  
4095 Lemon St, 2<sup>nd</sup> Floor  
Riverside, CA  
951-955-8833 (Work)  
909-322-8200 (Cell)  
760-578-7742 (Alternate)

VII. Laws of Arrest

A. Goals

B. First Amendment

1. Freedom of religion and speech
2. Freedom of the press
3. Right to peaceable assembly and petition
4. Peace Officers required to ensure a person's rights are protected and enforced under this Amendment.

C. Fourth Amendment

1. Individuals, houses, and property are secure from unreasonable searches and seizures.
2. Probable cause is required for the issuance of warrants.
3. If Peace Officers are not able to show probable cause, an arrest or search may be invalid, and the resulting evidence may be excluded.



D. Fifth Amendment

1. Individuals may not be compelled to be a witness against themselves at a criminal trial.
2. Individuals may not be tried for the same offense twice.
3. Individuals may not be deprived of life, liberty, and property without due process of law.
4. Peace Officers need to understand how the Miranda decision protects a person's right against self-incrimination.

E. Sixth Amendment

1. Speedy trial
2. Confront witnesses against them and obtain witnesses in their favor.
3. Assistance of counsel.
4. Once this right attaches (indictment or first court appearance) and the person is represented by counsel, police are prohibited from initiating interrogation of the person about the charged crime, except in the presence of counsel.

F. Fourteenth Amendment

1. Apply law equally to all people.
2. Treat all the same regardless of race, creed, nationality, religious preference, or national origin.

G. Civil Action for Deprivation of Rights, U.S. Code, Title 42, Section 1983

1. Peace Officers can be held personally liable.
2. While acting under the color of the law, but in violation of the law.
3. Deprive or deny legal right to which the person was entitled.

H. Types of Contacts

1. Consensual
  - a. Face to face contact between a private individual and Peace Officer under circumstances that would cause a reasonable person to believe they are free to leave and otherwise not cooperate.
  - b. You as the Police Officers must be able to communicate with private individuals to aid and collect information without violating the Fourth Amendment..
  - c. You will violate a person's Fourth Amendment rights if you elevate a consensual encounter into a detention without legal justification.
    - 1) Emergency lights
    - 2) Back seat
    - 3) Issue orders or commands
    - 4) Interrogation
    - 5) Illegal searches
    - 6) Keeping a person's ID

## 2. Detention Defined

- a. To be lawful, a detention must be based on Reasonable Suspicion that criminal activity has taken place, is taking place, or is about to take place, and that the person detained is connected to that activity.
- b. Reasonable Suspicion is the standard used to justify a detention. May be based on observation, personal training, and experience, or information from eyewitnesses, victims, or other officers.
- c. Cause reasonable people to believe they are not free to leave or otherwise disregard the Peace Officer.
- d. Physical restraint
- e. Unequivocal verbal commands
- d. Words or conduct by an officer
- f. Factors
  - 1) Appearance or condition of person
  - 2) Actions
  - 3) Driving behaviors
  - 4) Knowledge of person's history
  - 5) Demeanor
  - 6) Time of day
  - 7) Location of stop
  - 8) Training and experience
  - 9) Differences Between Detention and Consensual Encounter
  - 10) Recognize scope and conditions for warrantless searches and seizures during detention for officer safety.
  - 11) Conditions for warrantless searches
  - 12) Peace Officers must be able to articulate specific facts which caused them to reasonably believe the person may be carrying a weapon or dangerous instrument.

## 3. Arrest

- a. Taking a person into custody, in a case and in a manner authorized by law (Penal code section 834).
- b. Must be based on probable cause.
  - 1) Probable Cause for Arrest
    - a) Set of facts that would cause a person of ordinary care and prudence to entertain an honest and strong belief.
    - b) Person to be arrested is guilty of a crime.
- c. Identify the elements of a lawful arrest.
  - 1) May be made by a Peace Officer or private person.
  - 2) Arrested person must be taken into custody, in a case and in a manner authorized by law.

- 3) May be made by actual restraint of the person or by the person's submission to the officer's authority.
  - 4) reasonable force may be used to make an arrest, prevent escape, or overcome resistance.
- d. Differentiate between arrest vs. detention
  - 1) Arrest is taking a person into custody, in a case and manner authorized by law.
  - 2) Detention, or stop, is an assertion of authority that would cause reasonable people to believe they are not free to leave or otherwise disregard the Peace Officer and go about their business.
4. Information That Must Be Given To An Arrested Person
  - a. CA Penal Code Section 841
  - b. Intent
  - c. Cause
  - d. Authority
5. Elements of a Warrantless Arrest Misdemeanor
  - a. Crime committed in their presence
  - b. Crime committed by juvenile
  - c. Any of the following seven violations
    - 1) DUI
    - 2) Carrying a loaded firearm on one's person or in a vehicle while in public
    - 3) Violating a domestic protective/ restraining order
    - 4) Committing assault and battery on spouse cohabitant, or parent of his/ her child
    - 5) Committing assault or battery on school property when school is in session
    - 6) Committing assault or battery against a working firefighter, EMT, or mobile extensive care paramedic
    - 7) Carrying a conceal firearm at an airport inspection area
6. Elements of a Warrantless Arrest for a Felony
  - a. Crime committed in their presence
  - b. Person has in fact committed a felony, although not in officer's presence
  - c. Have probable cause to believe felony was committed
7. Elements of a Warrant Arrest
  - a. CA Penal Code Section 815
  - b. Absent consent, exigencies, parole or searchable probation, an arrest warrant to lawfully enter a dwelling to make arrest
8. Requirements for Entry to Make an Arrest
  - a. CA Penal Code 844 (Knock and Notice)
    - 1) Announce presence
    - 2) Identify themselves as Peace Officers
    - 3) State their purpose
    - 4) Demand entry

- 5) Wait reasonable amount of time
- 6) If necessary, forcibly enter premises
- 9. Exigent Circumstances Situations
  - a. To life
  - b. To property (e.g. smell of natural gas)
  - c. Suspect's escape (through back door or garage)
  - d. Destruction of evidence or contraband
  - e. Peace officer may not use Exigent Circumstances as an excuse for a warrantless entry if they "created" the emergency by their conduct
- 10. Conditions under which use of force or physical restraint is appropriate during an Arrest
  - a. CA Penal Code Section 835a
  - b. Individuals are not permitted to resist peace officers because they can take legal action for a false arrest
- 11. Exceptions to Powers of Arrest
  - a. Immunity – An exemption from duty or penalty
  - b. Diplomatic agent – An official appointed by a government to reside in a foreign country to represent political interests of citizens of appointing country
  - c. Consular Officer – An official appointed by a government to reside in a foreign country to represent political interests of citizens of appointing country
  - d. Consular Service Staff – People who work for the consular in a foreign country
- 12. Administration of Miranda Warning
  - a. Required before any "custodial interrogation"
  - b. Custody and Interrogation must both exist before Miranda warnings are necessary
  - c. Custody means formal arrest
  - d. Interrogation occurs when a peace officer engages in direct/ express questioning of a person about a crime or says something or performs some action that is reasonably likely to elicit an incriminating response
- 13. Proper Administration of Miranda Warnings
  - a. Warning
    - 1) Right to remain silent
    - 2) Fact that any statement made may be used against him/ her in court
    - 3) Right to have an attorney present before and during any questioning
    - 4) Fact that an attorney will be provided if person cannot afford one
  - b. Understanding
    - 1) Person must understand meaning of each warning
  - c. Waiving or invoking rights
    - 1) Person must knowingly and voluntarily either waive his/ her rights to silence and counsel must invoke one or both of these rights

### VIII. First Aid/ CPR/ AED (Powerpoint)

#### A. First Aid Course Presentation

1. Before giving care and checking an injured or ill person
2. Introduction
3. What would you do at the scene
4. Checking an Unconscious Adult
  - a. Check for responsiveness.
  - b. Call 9-1-1.
  - c. Open airway-tilt head, lift chin.
  - d. Check for breathing.
  - e. Quickly check for severe bleeding.
6. Checking an Unconscious Child
  - a. Check for responsiveness.
  - b. Call 9-1-1. If alone, give 2 minutes of care, then call 9-1-1.
  - c. Open airway-tilt head, lift chin.
  - d. Check for breathing. If not, give 2 rescue breaths.
  - e. Quickly scan for severe bleeding.
7. Checking an Unconscious Infant
  - a. Check for responsiveness.
  - b. Call 9-1-1. If alone, give about 2 minutes of care, then call 9-1-1.
  - c. Open airway-tilt head, lift chin.
  - d. Check for breathing. If not, give 2 rescue breaths.
  - e. Quickly scan for severe bleeding.
8. Shock
9. Common factors that keep people from responding to emergency medical situations.

### IX. Patrol 101/ Suspicious Activity

#### A. What's expected of you

1. Be visible, observant, aware, available, helpful, good record keepers

#### B. Observation Skills-Ask Yourself Is It Normal?

2. Who, What, When, Where, How, Why

#### C. Documentation

#### D. Daily Logs

### X. Crime Scene Protection/ Preservation

#### A. What is a crime scene?

#### B. Initial Approach

#### C. Evidence Preservation

#### D. Evidence Collection

#### E. Types of Evidence

1. Testimonial

2. Physical
  3. Trace
  4. Fingernails
  5. Bite Marks
  6. Broken Fingernails
  7. Blood/ Body Fluids
  8. Blood Splatters
  9. Hair
  10. Tool Marks
  11. Fibers
  12. Paint
  13. Glass
  14. Documents
  15. Firearms
- F. Fundamental Principle-It is impossible to be in a crime scene without:
1. Leaving evidence of yourself on scene
  2. Taking evidence of scene with you
- G. Locard's Exchange Principle-Every Contact Leaves A Trace
- H. Do NOT smoke, eat, drink, leave wrappers, or use bathroom at scene
- I. Investigating the Evidence
- J. What Evidence Would You Collect?
- K. If Chain of Custody is broken, it becomes inadmissible in court!
- L. Crime Scene Challenge
1. Study photo of crime scene for two minutes
  2. Answer ten questions about crime scene

## XI. Drive Awareness Training

### A. Basic Driving Principles

1. Weight Transfer
2. Steering Control
  - a. Seating Position
  - b. Steering Method-Two Handed
  - c. Steering Method-Backing
3. Throttle Control
4. Speed Judgment
  - a. Considerations
  - b. Closure Rate
5. Brake Application-Types of Braking
6. Roadway Position

### B. Legal and Moral Aspects

1. California Codes
2. Case Law
3. Agency Policy
4. Moral Aspects
- C. Vehicle Care and Maintenance
  1. Pre-Shift Vehicle Inspection
    - a. General appearance
    - b. Tires
    - c. Wheels
    - d. Lights
    - e. Trunk
    - f. Body Damage
    - g. Interior
    - h. Listen for unusual sounds
- D. Defensive Driving
  1. Defensive Drivers
  2. Dangerous Driver Attitudes
  3. Collision Avoidance
  4. Occupant Safety Devices
  5. Vehicle Dynamics
- E. Vehicle Operation Factors
  1. Operational Tactics and Considerations
    - a. Radio
    - b. Use of MDT/ Computer
  2. Blocking Access to Intersections
  3. Blocking Roadway
- F. Maneuvering Course Exercises
  1. Offset Lane Exercise
  2. Braking Familiarization
  3. Steering Course Exercise
  4. "T" Driveway
  5. Parallel Parking Exercise
- G. Course Exercises
  1. Collision Avoidance Exercise
  2. Skid Car Exercise

## XII. Ethics and Professionalism

## XIII. Emergency Management and General Orders



**Riverside County Sheriff's Department**  
*Chad Bianco, Sheriff-Coroner*

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**Ben Clark Public Safety Training Center**

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**Sworn Deputy Orientation**

**Expanded Course Outline**

**RSD#2013027**



# RIVERSIDE COUNTY SHERIFF'S DEPARTMENT



*Chad Bianco, Sheriff*

## Sworn Deputy Orientation RSD #2013027

### **Day 1**

Date: Friday, December 20, 2019

0800 – 1700 hours

Dress Code: Class 'A'

Location: BCTC Modular #35

**Family Invited All Day**

0800 – 0830 Hours	Orientation Introduction	Capt. Richard Young
0830 – 1000 Hours	Sheriff's Remarks / Official Photographs	Sheriff Chad Bianco / M.M.U. (Modular #33)
1000 – 1200 Hours	Department Overview and Operation / Continuing Education Information	Sheriff's Executive Team
1200 – 1300 Hours	Department Hosted Lunch	Modular #24
1300 – 1330 Hours	Chaplain and Support Services	Chaplain Themba Mzizi
1330 – 1400 Hours	Home Firearm Safety	Range Staff
1400 – 1700 Hours	Family Readiness C.O.P.S. / Grief Family Stress	Program Mgr. Nicole Wilkinson Family Survivor Capt. Leonard Purvis



# RIVERSIDE COUNTY SHERIFF'S DEPARTMENT



*Chad Bianco, Sheriff*

## **Day 2**

Date: Monday, December 23, 2019

0800 – 1700 hours

Dress Code: Business Attire

Location: BCTC Modular #35

**Family invited until 1200 hours**

0800 – 1000 Hours	POBOR / Discipline Process / Civil Issues	Sgt. Alan Northrup
1000 – 1200 Hours	Career Survival / General Orders	Lt. Tyler Clark
1200 – 1300 Hours	Lunch	
1300 – 1400 Hours	Media Interaction	MIB Unit
1400 – 1700 Hours	History of the Dept. and Culture / Ethics	Capt. Richard Young Capt. Danny Feltenberger

## **Day 3**

Date: Tuesday, December 24, 2019

0800 – 1700 hours

Dress Code: Business Attire

Location: BCTC Modular #35

0800 – 0900 Hours	Retirement Planning / Financial Support	Ms. Rochelle Davis (Nationwide) Mr. Kevin Landen (Valic)
0900 – 1200 Hours	Department Navigation / Career Development	Sgt. Robert Strasburg
1200 – 1300 Hours	Lunch	
1300 – 1700 Hours	Tribal Awareness	Lt. Linda Hughes



# RIVERSIDE COUNTY SHERIFF'S DEPARTMENT



*Chad Bianco, Sheriff*

## **Day 4**

Date: Thursday, December 26, 2019

0800 – 1700 hours

Dress Code: DT Training Attire

*(Bring extra clothing to change into following the Pepperball Certification)*

Location: BCTC Modular #35

0800 – 1200 Hours	C.L.E.T.S	Ms. Jessica Delfin Sheriff Records / Warrants
1200 – 1300 Hours	Lunch	
1300 – 1400 Hours	Use of Force and Documentation	DT Unit
1400 – 1500 Hours	Excited Delirium Training	DT Unit
1500 – 1700 Hours	Pepperball Certification	C. Dep. Steve Pecoraro

## **Day 5**

Date: Friday, December 27, 2019

0800 – 1700 hours

Dress Code: DT Training Attire

Location: BCTC Modular #35

0800 – 1200 Hours	Autism Awareness & Interactions	Mr. Brian Herritt
1200 – 1300 Hours	Lunch	
1300 – 1330 Hours	Racial and Identity Profiling Act (RIPA)	Dep. Jeff Cryder
1330 – 1400 Hours	Commuter Services – Program and Incentives	Ms. Claudia “CC” Sandefur
1400 – 1500 hours	CAL-ID	Supv. Fingerprint Examiner Christa Dreier
1500 – 1700 Hours	Trauma Kit Training	Mr. Lary Townson Townson Productions



# RIVERSIDE COUNTY SHERIFF'S DEPARTMENT



*Chad Bianco, Sheriff*

## **Day 6**

Date: Monday, December 30, 2019

0800 – 1700 hours

Dress Code: Business Attire

Location: BCTC Modular #35

0800 – 1200 Hours	Taser Training	C. Dep. Steve Pecoraro
1200 – 1300 Hours	Lunch <b>(RSA Sponsored / Voluntary Attendance)</b>	Counseling Team
1300 – 1700 Hours	Taser Training	C. Dep. Steve Pecoraro



# RIVERSIDE COUNTY SHERIFF'S DEPARTMENT



*Chad Bianco, Sheriff*

## **Correctional Deputy Orientation** RSD #2015009

### **Day 1**

December 16, 2019

0800 – 1700 hours

Dress Code: Class 'A'

Location: BCTC Modular #35

**Family Invited All Day**

0800 – 0830 Hours	Orientation Introduction	Capt. Richard Young
0830 – 1000 Hours	Sheriff's Remarks Official Photographs (Modular # 33)	Sheriff Chad Bianco M.M.U.
1000 – 1115 Hours	Department Overview and Operation / Continuing Education Information	Sheriff's Executive Team
1115 – 1200 Hours	Law Enforcement Spouses	
1200 – 1330 Hours	Department Hosted Lunch (Modular #34)	
1330 – 1400 Hours	Chaplain and Support Services	Chaplain Themba Mzizi
1400 – 1430 Hours	Home Firearm Safety	Range Staff
1430 – 1700 Hours	History of the Department / Ethics	Capt. Richard Young Capt. Danny Feltenberger



# RIVERSIDE COUNTY SHERIFF'S DEPARTMENT



*Chad Bianco, Sheriff*

## **Day 2**

December 17, 2019

0800 – 1700 hours

Dress Code: Business Attire

Location: BCTC Modular #35

**Family invited until 1200 hours**

0800 – 1200 Hours	Autism Awareness & Interactions <b>(Family Invited)</b>	Mr. Brian Herritt
1200 – 1300 hours	Lunch	
1300 – 1600 Hours	Tribal Awareness	Lt. Linda Hughes
1600 – 1700 Hours	Retirement Planning / Financial Support	Ms. Rochelle Davis (Nationwide) Mr. Kevin Landen (Valic)

## **Day 3**

December 18, 2019

0800 – 1700 hours

Dress Code: Business Attire

Location: BCTC Modular #35

0800 – 1200 Hours	C.L.E.T.S.	Jessica Delfin Sheriff Records / Warrants
1200 – 1300 Hours	Lunch (RSA Sponsored/Voluntary Attendance)	RSA Staff
1300 – 1400 Hours	Jail Management System (JIMS)	John McClanahan-TSB
1400 – 1500 Hours	Automated External Defibrillator	Wendy Nelson-HR Safety
1500 – 1600 Hours	CCW Permits and Identification	Dep. Larry Searles
1600 – 1700 Hours	Media Interaction	MIB Personnel



# RIVERSIDE COUNTY SHERIFF'S DEPARTMENT



*Chad Bianco, Sheriff*

## **Day 4**

December 19, 2019

0800 – 1700 hours

Dress Code: Business Attire

Location: BCTC Modular #35

0800 – 0900 Hours	Corrections Facility Introduction	C. Sgt. Charles Lemons
0900 – 1000 Hours	Jail Representatives	C. Sgt. Charles Lemons
1000 – 1100 Hours	Corrections Trainee Manual / Trainee Expectations	C. Lt. Alyssa Vernal
1100 – 1130 Hours	Commuter Services – Program and Incentives	Ms. Claudia “CC” Sandefur
1130 – 1200 Hours	Racial and Identity Profiling Act (RIPA)	Dep. Jeff Cryder
1200 – 1300 Hours	Lunch	
1300 – 1400 Hours	Department Navigation / Career Development	Sgt. Robert Strasburg
1400 – 1500 Hours	CAL-ID	Supv. Fingerprint Examiner Christa Dreier
1500 – 1700 Hours	Career Survival	Lt. Tyler Clark



# RIVERSIDE COUNTY SHERIFF'S DEPARTMENT



*Chad Bianco, Sheriff*

## **Day 5**

December 20, 2019

0800 – 1700 hours

Dress Code: Class 'C' Uniform

Location: BCTC Modular #35

0800 – 1200 Hours	Taser Training	C. Dep. Steve Pecoraro
1200 – 1300 Hours	Lunch	
1300 – 1700 Hours	Taser Training	C. Dep. Steve Pecoraro







# DEPUTY TRANSITION SCHOOL

## Hourly Distribution

### Ben Clark Training Center

### December 5-19, 2019

## **RSD #2013013**

**\*\*Pre-requisite: Write three practice reports prior to arrival and turn in on 1<sup>st</sup> day of class\*\***

#### **Thursday, December 5, 2019**

		<b><u>POST/RSD #</u></b>	<b><u>Instructor</u></b>
0800 – 1200	Report Writing	2200-22700	Dep. Ramon Cortez
1200 – 1300	Lunch		
1300 – 1700	Report Writing		Dep. Ramon Cortez

#### **Friday, December 6, 2019**

0800 – 1200	Autism Awareness		Mr. Brian Herritt
1200 – 1300	Lunch		
1300 – 1700	Domestic Violence		Master Inv. Robert Cornett

#### **Monday, December 9, 2019**

0800 – 1200	Driving/Force Options (PSP)	2200-20005	Driving/Force Staff
1200 – 1300	Lunch		
1300 – 1700	Driving/Force Options (PSP)		Driving/Force Staff

#### **Tuesday, December 10, 2019**

0800 – 1200	Patrol Rifle	2200-32075	Range Staff
1200 – 1300	Lunch		
1300 – 1700	Patrol Rifle		Range Staff

#### **Wednesday, December 11, 2019**

0800 – 1200	Patrol Rifle	2200-32075	Range Staff
1200 – 1300	Lunch		
1300 – 1700	Patrol Rifle		Range Staff

#### **Thursday, December 12, 2019**

0800 – 1200	ICAT	2200-49100	Dep. Brandee Martin
1200 – 1300	Lunch		
1300 – 1700	ICAT		Dep. Brandee Martin

**Friday, December 13, 2019**

0800 – 0900	E.C.D. Re-cert	RSD2009016	C. Dep. Steve Pecoraro
0900 – 1000	Excited Delirium		Dep. Jason Jameson
1000 – 1200	RCB Re-cert	2200-21605	Dep. Juan Estrada
1200 – 1300	Lunch		
1300 – 1700	Tribal Lands LE		Lt. Linda Hughes
1600 – 1700	Immigration Guidelines		Sr. C. Cpl. Silvia Mitchell

**Monday, December 16, 2019**

0800 – 1200	Active Shooter Lecture	2200-22289	Sgt. Javier Ethridge
1200 – 1300	Lunch		
1300 – 1700	Active Shooter Lecture		Sgt. Javier Ethridge

**Tuesday, December 17, 2019**

0800 – 1200	Active Shooter Scenarios	2200-22289	Sgt. Javier Ethridge
1200 – 1300	Lunch		
1300 – 1700	Active Shooter Scenarios		Sgt. Javier Ethridge

**Wednesday, December 18, 2019**

0800 – 1200	Arrest Control/Tact Comm. (PSP)	2200-29508	DT staff
1200 – 1300	Lunch		
1300 – 1700	Arrest Control/Tact Comm. (PSP)		DT Staff

**Thursday, December 19, 2019**

0800 – 1200	Advanced Handgun (PSP)	2200-32065	Range staff
1200 – 1300	Lunch		
1300 – 1700	Advanced Handgun (PSP)		Range staff

## DEPUTY TRANSITION SCHOOL

**Names:**

**Current Assignment:**

**ID Number:**

Delgado, Erika	SCF	5661
Glass, Jonathan	RPDC	5680
Harling, Rusty	INDJ	5589
Horner, Jeffery	RPDC	5510
Kelly, Kyle	SCF	5551
Masakayan, Mark	SCF	5597
McBride, Brennen	RPDC	5644
Mcguire, Derrick	CBDC	5455
Nevarez, Raelyn	SCF	5555
Noel, Ian	CBDC	5524
Rodriguez, Jessica	SCS - West	5631
Shehata, Mina	CBDC	4989
Tucker, Jonathan	RPDC	5496
Villegas, Victoria	SCF	5491
Youngberg, William	INDJ	5723
Zepeda, Kyrstal	SCF	5412

# DEPUTY TRANSITION SCHOOL

## Classroom Assignment

<u>DAY</u>	<u>UNIFORM</u>	<u>LOCATION</u>
<u>Thursday</u> December 5, 2019	Business Casual (Per BCTC Dress Code)	Modular #29
<u>Friday</u> December 6, 2019	Business Casual (Per BCTC Dress Code)	Modular #29
<u>Monday</u> December 9, 2019	Class "C" (w/ duty belts, handcuffs, and baton)	Main Building, 2nd floor, (FOS/LEDS Simulators)
<u>Tuesday</u> December 10, 2019	Class "C" (Range Gear)	Range Classroom
<u>Wednesday</u> December 11, 2019	Class "C" (Range gear)	Range Classroom
<u>Thursday</u> December 12, 2019	Class "C" (Range Gear)	Range Classroom
<u>Friday</u> December 13, 2019	Class "C" (w/ duty belt, handcuffs, and baton) (No duty belt or vest needed after 1200 hours)	0800 Hrs. - Mat Room #1 1300 Hrs. - Modular #29
<u>Monday</u> December 16, 2019	Business Casual (Per BCTC Dress Code)	Modular #216
<u>Tuesday</u> December 17, 2019	Class "C" (*Required Equipment)	Scenario Village (BCTC Range Parking Lot)
<u>Wednesday</u> December 18, 2019	Class "C" (w/ duty belt, handcuffs, and baton)	Mat Room #1
<u>Thursday</u> December 19, 2019	Class "C" (Range gear)	Range Classroom

**\*Required Equipment: Ballistic helmet with shield, body armor, duty belt and flashlight. Recommended attire for Thursday, December 17<sup>th</sup> is class C uniform with long sleeve shirt / jacket and gloves that will assist in providing protection against Simunitions FX marking cartridges.**



**Riverside County Sheriff's Department**  
*Chad Bianco, Sheriff-Coroner*

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**Ben Clark Public Safety Training Center**

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# **Classified Supervisory Skills and Knowledge Development Course for Classified Supervisors and Managers**

## **Expanded Course Outline**

### **RSD#2013003**

**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
CLASSIFIED SUPERVISORY SKILLS AND KNOWLEDGE DEVELOPMENT COURSE  
FOR CLASSIFIED SUPERVISORS AND MANAGERS**

**EXPANDED COURSE OUTLINE**

- I. INTRODUCTION AND OVERVIEW
  - A. Handouts and materials
  - B. Course objectives
- II. DEPARTMENT EXPECTATIONS (0.5 HOURS)
  - A. Role of Supervisor and Manager
    - 1. Within a law enforcement agency
    - 2. Relationships between sworn and non-sworn
- III. ORGANIZATIONAL LEADERSHIP & PROFESSIONALISM (3.5 HOURS)
  - A. Roles and Responsibilities of Leaders in Organizations
    - 1. Using all levels of effective communication
    - 2. Strategic thinking methods
    - 3. Aspects of important decision-making
  - B. Organizational Culture and Leadership
    - 1. Shared values, beliefs or perceptions
    - 2. Relationship between organizational culture and performance
    - 3. Role of a supervisor and manager
  - C. Shaping and Reinforcing Organizational Values
    - 1. Understanding the organization's core values
    - 2. Mission statement, ethics and professionalism
    - 3. Identifying behavioral norms
  - D. Learning Organization
    - 1. Formal and informal methods
    - 2. Value of formal training and education for employees
    - 3. Making mistakes and promoting success
  - E. Leading: Vision Into Action
    - 1. Communicating the importance of the vision by helping others understand
    - 2. Guiding to and motivates others to take actions that support the vision
    - 3. Modeling the vision
    - 4. Recognition and reward
  - F. Leading Transitions
    - 1. Implement healthy processes during a time of change
    - 2. Inherent challenges in leadership succession
    - 3. Identify the needs of your organization first with unbiased, objective and independent practices
  - G. Overcoming Organizational Defenses
    - 1. Defining goals, objectives and tasks
    - 2. Maximize winning and minimize losing
    - 3. Minimize generating or expressing negative feelings
  - H. Organizational Health
    - 1. Organization is healthy when it is whole, consistent and complete
    - 2. When management, operations and culture are unified



**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
CLASSIFIED SUPERVISORY SKILLS AND KNOWLEDGE DEVELOPMENT COURSE  
FOR CLASSIFIED SUPERVISORS AND MANAGERS**

**EXPANDED COURSE OUTLINE**

3. Building a cohesive leadership team
- I. Current Issues in Organizational Leadership
  1. Career counseling
  2. Conflict management
  3. Job matching
  4. Team building
    - a. Forming
    - b. Storming
    - c. Norming
    - d. Performing
    - e. Adjourning
  5. Image builder
  6. Succession planning
  7. Stress reduction
- IV. SITUATIONAL LEADERSHIP II (4.0 HOURS)
  - A. Diagnose Development Level
    1. Competence- the individual's demonstrated task specific and transferable knowledge and skills on a goal or task
    2. Commitment- the individual's motivation and confidence on a goal or task
    3. Understand and identify the four Development Level Descriptors
  - B. Appropriate Leadership Style
    1. Directive Behavior-telling and showing people what to do, when to do it, how to do it, and providing frequent feedback on results
    2. Supportive Behavior-listening, facilitating self-reliant problem solving, encouraging, praising, and involving others in decision making.
    3. Understand and identify the four leadership styles consisting of four different combinations of Directive and Supportive Behavior.
  - C. Partnering for Performance
    1. Identify overall business outcomes
    2. Get agreements on goals that are specific and measurable, motivating, attainable, relevant, and track able
    3. Diagnose development and leadership level (D1, D2, D3, D4) and (S1, S2, S3, S4)
    4. Identify performance trends
- V. CRUCIAL CONVERSATIONS (16.0 Hours)
  - A. Get Unstuck
    1. Spot the conversations that are keeping you from what you want
    2. Avoid moving to silence or violence during crucial conversations
    3. Share facts, ideas, feelings, and opinions candidly and honestly
  - B. Start with Heart
    1. Identify your own style under stress and manage it

**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
CLASSIFIED SUPERVISORY SKILLS AND KNOWLEDGE DEVELOPMENT COURSE  
FOR CLASSIFIED SUPERVISORS AND MANAGERS**

**EXPANDED COURSE OUTLINE**

2. Stay focused on what you really want and maintain dialogue
  3. Understand how motives change when conversations turn critical
  - C. Master My Stories
    1. Stay in dialogue when you're angry, scared, or hurt and "think" your way to the root cause of negative emotions
    2. Discover your stories and how do you justify your behavior?
    3. Eliminate victim, villain, and helpless stories, while improving your results
  - D. State My Path
    1. Speak persuasively, not abrasively
    2. Get your meaning across even with potentially threatening messages
    3. Share strong opinions without shutting down contrary views
    4. State your mind while making it safe for others to do the same
  - E. Learn to Look
    1. Spot warning signs that indicate safety is at risk
    2. Notice various forms of silence and violence
    3. Step out of a conversation and notice how to make it work
  - F. Make It Safe
    1. Take steps to rebuild safety and return to dialogue
    2. Talk about almost everything without silence violence
    3. Use specific skills to keep everyone sharing information
    4. Establish and maintain mutual purpose and mutual respect
    5. Recognize when you're cross-purpose
  - G. Explore Other's Paths
    1. Use exploring skills to make it safe for others to speak up
    2. Diffuse other's violence and eliminate silence
    3. Get safely to the meaning behind other's emotions
  - H. Move to Action
    1. Put Crucial Conversations principles and skills together
    2. Move from healthy dialogue to taking action and achieving results
- VI. PERS/CIVIL LIABILITY/PERFORMANCE IMPROVEMENT PLANS (4.0 Hours)**
- A. Civilian Employees Due Process Rights Overview
    1. POBR – 3300 GC
    2. Basic Overview
    3. DODs, counseling, confrontations
    4. Administrative interviews
    5. Personnel files
  - B. Civil Liability Overview
    1. Identification and recognition
    2. Reporting
    3. Documenting



**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
CLASSIFIED SUPERVISORY SKILLS AND KNOWLEDGE DEVELOPMENT COURSE  
FOR CLASSIFIED SUPERVISORS AND MANAGERS**

**EXPANDED COURSE OUTLINE**

**C. Performance Improvement Plans**

1. Intent
2. Content
3. Timelines
4. Final outcome/consequences
5. Evaluations
  - a. Timelines
  - b. Content
  - c. Rating categories
  - d. Documentation

**VII. EMPLOYEE EVALUATIONS (2.0 Hours)**

**A. Policies and Procedures**

1. Methods and procedures to evaluate performance
2. Frequency of evaluations
3. Performing at required levels to provide quality service
4. Improving communication between management and employees
5. Encouraging annual discussion of goals and objectives

**B. Rating, Writing and Presenting Evaluations**

1. Who evaluates
2. Rating categories
3. Exceeds and Outstanding rating requirements
4. Needs Improvement and Unsatisfactory rating requirements
5. Discussion evaluation with employee process, "The Meeting"

**C. Common Practices within an Organization**

1. Evaluating on a regular basis
2. Continuous communication between supervisor and employee
3. Providing tools, resources and training
4. Disciplinary processes and Performance Improvement Plans (PIP)
5. Appeal process

**D. Feedback and Goals**

1. Improving individual performance
2. Enhancing work processes
3. Strengthening department relationships
4. Targeting behavior
5. Employee goal setting
6. Motivating employees

**VIII. SUPPORT SERVICES (EAS) (2.0 Hours)**

**A. History and Services**

1. Assessment and counseling
2. Mental health and wellness

**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
CLASSIFIED SUPERVISORY SKILLS AND KNOWLEDGE DEVELOPMENT COURSE  
FOR CLASSIFIED SUPERVISORS AND MANAGERS**

**EXPANDED COURSE OUTLINE**

3. Organizational psychology
  - a. Human behavior
  - b. Motivational issues
  - c. Performance issues
  - d. Conflict resolution
  - e. Enhancing creativity
  - f. Management training related to human behavior
- B. Stress Management 101
  1. Defining Stress
    - a. Mind
    - b. Body
    - c. Emotion
    - d. Environment
  2. Types of Stress
    - a. Physical
    - b. Cognitive
    - c. Direct
    - d. Vicarious
  3. Two Nervous Systems
    - a. Flight
    - b. Fight
  4. Locus of Control
    - a. Internal vs. external
    - b. Stable vs. unstable
    - c. Controllable vs. uncontrollable
  5. Stress Management
    - a. Priorities
    - b. Time management
    - c. Daily living
    - d. Stress busters
- C. Organizational Culture
  1. Sworn and Non-Sworn
  2. Management thru Line Staff
  3. Historical culture
  4. Personal culture
- IX. WORKERS COMPENSATION (4.0 Hours)
  - A. Workers Compensation Overview
    1. Funding, Self-Insured
    2. Control, Self-Administered
    3. Time Constraints

**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
CLASSIFIED SUPERVISORY SKILLS AND KNOWLEDGE DEVELOPMENT COURSE  
FOR CLASSIFIED SUPERVISORS AND MANAGERS**

**EXPANDED COURSE OUTLINE**

- B. Work Related Reporting Procedures and Requirements
  - 1. Industrial and non-industrial types
  - 2. Cause, aggravate, accelerate factors
  - 3. Employee and supervisor responsibilities
- C. Investigating Methods
  - 1. Location to look, listen and hear
  - 2. Treatment of injury, urgency to referral, special reporting
  - 3. Scenario based discussion and application
- D. Documentation
  - 1. Required forms
    - a. Acknowledgement
    - b. Fact for Injured Worker
    - c. Notice of Potential Eligibility
    - d. DWC-1 Employee Claim Form
    - e. The O'Brian Form
    - f. Medical Service Order
    - g. Declination of Treatment
    - h. Loss Time Report
    - i. Return to Work Order
    - j. Medical Provider Network
    - k. Pharmacy Network
  - 2. Written record
  - 3. Notification
- E. Labor Codes
  - 1. 132a LC- Personnel actions, disciplinary rules, fraud
  - 2. 3208.3 LC- Lawful, non-discriminatory-good faith
  - 3. 5402 LC- Time reporting requirements
  - 4. 3600 LC- Treatment, disability, OSHA reporting
- F. Injury Illness Prevention Program
  - 1. Safety program
  - 2. Supervisor responsibilities
  - 3. Creating a safe work environment
  - 4. Return to work program
- G. Legal Aspects
  - 1. Releasing of medical records
  - 2. Adjudication
  - 3. Hearings
    - a. Civil
    - b. Criminal
  - 4. Legal documents

**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
CLASSIFIED SUPERVISORY SKILLS AND KNOWLEDGE DEVELOPMENT COURSE  
FOR CLASSIFIED SUPERVISORS AND MANAGERS**

**EXPANDED COURSE OUTLINE**

a. Subpoena

**X. PERSONAL ASSESSMENT (2.0 Hours)**

- A. Understand and Utilizing the Myers-Briggs Assessment
  - 1. Know oneself
  - 2. Know others
  - 3. Interpretation resources
- B. Know the benefits of applying a MBTI model
  - 1. How you respond to problems and challenges
  - 2. How you influence people to your point of view
  - 3. How you respond to the pace of the environment
  - 4. How you respond to rules and procedures set by others
- C. Understand styles of behavior
  - 1. Extroverted and introverted functions
    - a. Sensing, thinking, judging
    - b. Intuition, feeling, perceiving
  - 2. Dominant functions of behavior
  - 3. Problem solving and decision making model
- D. Leadership Development
  - 1. Dynamic and individual coaching
  - 2. Identifying leadership types
  - 3. Resources
- E. Individual Results
  - 1. Communicating
  - 2. Making decisions
  - 3. Managing change
  - 4. Managing conflict
  - 5. Gain understanding
  - 6. Different personalities working together

**XI. WELLNESS (2.0 Hours)**

- A. Wellness Overview
  - 1. Lifetime commitment
  - 2. Reducing risk of illness and injury
  - 3. Maintenance of good physical and mental health
- B. Basic Nutrition
  - 1. Knowing your food
  - 2. Daily intake
  - 3. Fats, proteins, carbohydrates, water, vitamins & minerals
- C. Self-Evaluation
  - 1. Training heart rate
  - 2. Body Mass Index (BMI)

**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
CLASSIFIED SUPERVISORY SKILLS AND KNOWLEDGE DEVELOPMENT COURSE  
FOR CLASSIFIED SUPERVISORS AND MANAGERS**

**EXPANDED COURSE OUTLINE**

- 3. Body composition (Hip to Waist)
- D. Aerobic Activity
  - 1. Circulation of blood and lowering blood pressure
  - 2. Increase lung capacity and build stronger respiratory muscles
  - 3. Reducing cardiovascular disease and understanding cholesterol
- E. Anaerobic Activity
  - 1. Stronger bones and flexibility
  - 2. Increase of speed and power
  - 3. Reduce muscle atrophy with age by increasing strength
- F. Stress and Health
  - 1. Excessive stress leading to poor health
  - 2. Productivity, focus and positive thinking
  - 3. Consequences and rewards
- G. Riverside County Wellness Program
  - 1. Eligibility for county employees and their families
  - 2. Incentives and levels of participation
  - 3. Health care and wellness partners



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**Crucial Conversations**

**Expanded Course Outline**

**RSD#2016003**

**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
CRUCIAL CONVERSATIONS**

**EXPANDED COURSE OUTLINE**

**I. INTRODUCTION AND OVERVIEW**

- A. Handouts and materials
- B. Course objectives

**II. CRUCIAL CONVERSATIONS (16.0 Hours)**

**A. Get Unstuck**

- 1. Spot the conversations that are keeping you from what you want
- 2. Avoid moving to silence or violence during crucial conversations
- 3. Share facts, ideas, feelings, and opinions candidly and honestly

**B. Start with Heart**

- 1. Identify your own style under stress and manage it
- 2. Stay focused on what you really want and maintain dialogue
- 3. Understand how motives change when conversations turn critical

**C. Master My Stories**

- 1. Stay in dialogue when you're angry, scared, or hurt and "think" your way to the root cause of negative emotions
- 2. Discover your stories and how do you justify your behavior?
- 3. Eliminate victim, villain, and helpless stories, while improving your results

**D. State My Path**

- 1. Speak persuasively, not abrasively
- 2. Get your meaning across even with potentially threatening messages
- 3. Share strong opinions without shutting down contrary views
- 4. State your mind while making it safe for others to do the same

**E. Learn to Look**

- 1. Spot warning signs that indicate safety is at risk
- 2. Notice various forms of silence and violence
- 3. Step out of a conversation and notice how to make it work

**F. Make It Safe**

- 1. Take steps to rebuild safety and return to dialogue
- 2. Talk about almost everything without silence or violence
- 3. Use specific skills to keep everyone sharing information
- 4. Establish and maintain mutual purpose and mutual respect
- 5. Recognize when you're cross-purpose

**G. Explore Other's Paths**

- 1. Use exploring skills to make it safe for others to speak up
- 2. Diffuse other's violence and eliminate silence
- 3. Get safely to the meaning behind other's emotions

**H. Move to Action**

- 1. Put Crucial Conversations principles and skills together
- 2. Move from healthy dialogue to taking action and achieving results

## **Racial and Identity Profiling Act (RIPA) Course Content**

- I. History of Assembly Bill 953
    - A. Known as the Racial and Identity Profiling Act of 2015
      - 1. State mandated law enforcement legislation
      - 2. Signed into law, October 3, 2015
      - 3. Created the Racial and Identity Profiling Advisory Board (RIPA)
        - a) Advisory to DOJ
        - b) 18 Board members. Law Enforcement Reps: CSSA, CPCA, PORAC, CHP
        - c) Committee meeting held across the state 2016-2018
        - d) Solicit community and law enforcement input
        - e) Created the regulations
  - II. Law
    - A. Regulations approved by the Governor on Nov. 07, 2017
      - 1. Added CA. Govt. Code 12525.5
      - 2. Amended CA. Penal Code 13012 and 13519.4
    - B. Six articles within the regulations
      - 1. Definitions
      - 2. Law Enforcement Agencies Subject to GC 12525.5
      - 3. Data Elements to be Reported
      - 4. Reporting Requirements
      - 5. Technical Specifications and Uniform Reporting Practices
      - 6. Audits and Validation
    - C. RIPA Board first annual mandated report to DOJ on Jan. 1, 2018
    - D. Dates-Riverside County Sheriff's Department
      - 1. July 1, 2018 – On or before start collecting data
      - 2. April 1, 2019 – First annual report to DOJ
        - a) Every year thereafter
        - b) Annual reports are posted on DOJ's "Open Justice" transparency portal
  - III. Technical Process
    - A. Model based upon San Diego County Sheriff's solution
      - 1. Customization of program
      - 2. Controlling the data
      - 3. Support network
      - 4. Command staff dashboard
        - a) Supervisor spot-check entries
  - IV. Station, Bureau and Facility Training
    - A. Policy and procedure
      - 1. Mandatory for all sworn personnel at the rank of Captain and below
      - 2. Train at briefings, unless determined by Commanders
      - 3. 30-minute training sessions, allow Q&A
      - 4. Training completed by June 15, 2018
      - 5. Training rosters required and forwarded to BCTC
      - 6. Future sworn employees given instruction in FTO and CTO program
      - 7. DocRead updates when required
-





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# **SEB K9 Integration Course**

## **Expanded Course Outline**

**RSD# N/A**

EXPANDED COURSE OUTLINE  
ADVANCED OFFICER TRAINING  
SEB K9 INTEGRATION COURSE

**Effective date of outline: May 13, 2019**

**I. LEARNING NEED**

To safely and effectively fulfill their duties, K-9 deputies assigned to the Special Enforcement Bureau must be able to develop appropriate deployment strategies under a wide variety of circumstances and conditions.

**LEARNING OBJECTIVES**

A. Discuss SEB structure, schedule and organizational overview:

1. K-9 Team responsibilities
2. K-9 Team regional areas

B. Discuss considerations for deployment and communications:

1. RSO tactical alert overview
2. County wide access codes and numbers
3. Radio procedures
4. K-9 warning announcement

**II. LEARNING NEED**

To maintain effectiveness, K-9 officers need to know the basic tactics of SEB.

**LEARNING OBJECTIVES**

A. Describe K-9 officer responsibilities when preparing for deployment, to include:

1. Checking all personal equipment
2. Acquiring any necessary information and materials/supplies
3. Inspecting each piece of equipment issued
4. Mental preparation

B. Discuss tactical considerations and guidelines for effectively deploying in a SEB K-9 capacity:

1. Establishing and maintaining Incident Command
2. Appropriate weapon selection: Rifle, Shotgun, Pistol
3. Ensure compliance with Department K-9 use policy

C. Discuss proper procedures for responding and searching in various scenarios

1. Discuss convoy driving
2. Structure search technique
3. Area search technique
4. Yard-to-yard technique
5. Formation and movement technique

D. Discuss safe and effective tactics for specialized deployments

1. Vehicle barricade
2. Hostage rescue
3. Handler down contingencies

### III. REQUIRED TESTS

A. A scenario test that requires the student to demonstrate, by application, proficiency of a SEB K-9 structure search. At a minimum, the test shall evaluate the following competencies:

1. K-9 Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem-Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

### IV. REQUIRED LEARNING ACTIVITY

A. The student will participate in a learning activity that reinforces the student's ability to observe an event and after a short delay, establish incident command and provide a detailed briefing, either verbally or in writing, describing the nature of the event and any pertinent observations made, including:

1. The nature of the event (what appears to have occurred)

2. Physical descriptions of persons involved, if applicable
  3. Orientation to the containment area and area or structure to be search
  4. Timeline of significant details pertaining to the event
- B. The student will participate in a learning activity that reinforces the student's ability to drive in convoy with additional K-9 units:
1. Communication and convoy frequency procedure
  2. Surface street intersection entry/exit and blocking
  3. Freeway entry/exit and blocking

<u>Description</u>	<u>Hours</u>
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POST Minimum Required Hours	_____
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Agency Specific Hours	_____
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Total Instructional Hours	<u>40</u> (no additional content, instruction time only)
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**K9 Area Searches**

**Expanded Couse Outline**

**RSD# N/A**

EXPANDED COURSE OUTLINE  
ADVANCE OFFICER TRAINING  
K9 AREA SEARCHES

**Effective date of outline: December 7, 2019**

**I. LEARNING NEED**

To safely and effectively fulfill their duties, deputies assigned to the Special Enforcement Bureau K9 Team must be able to develop and maintain techniques & tactics applicable to area searches.

**LEARNING OBJECTIVES**

**A. Demonstrate fundamentals of area searches**

1. Collection of intelligence from command post
2. Awareness of situation
3. Awareness of scale and scope of search
4. Containment of area
5. Preparation of search team
6. Coordination with patrol's command post
7. Establishing operational communication
8. Direction of police service dog
9. Apprehension techniques

**II. LEARNING NEED**

To maintain effectiveness, SEB K9 Teams must be proficient in urban searches/yard to yard residential areas.

**LEARNING OBJECTIVES**

**A. SEB deputies must show proficiency during practical application drills:**

1. Residence contact and inner and outer containment
2. Control and direction of K9 in residential yard settings
3. Control and direction of K9 in crawl space areas
4. Deconfliction with opposing search teams

**III. LEARNING NEED**

To maintain effectiveness, SEB K9 Teams must be proficient in rural areas/open field movement.

**LEARNING OBJECTIVES**

- A. SEB deputies must show proficiency during practical application drills:
1. Containment of area and wind scents
  2. Control and direction of K9 in scent cone
  3. Control and direction of K9 on and off lead
  4. Coordination of appropriate formation given the terrain features present

#### IV. REQUIRED TESTS

- A. A scenario-based drill that requires the student to demonstrate, by application, proficiency fundamentals of area searches
1. K9 deployment - The ability to distinguish and apply reasonable force options, to include the police service dog, when presented with a scenario.
  2. Officer safety - The demonstration of situational and tactical awareness and appropriate response.
  3. Communication - The use of effective verbal broadcast following a police service dog deployment as a means of apprehension. Must provide designator, location, situation and request of additional resources.
  4. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

#### V. REQUIRED LEARNING ACTIVITY

- A. The student will participate in a search and locate hidden suspect with the use of his/her police service dog in a contained area.
1. K9 instructors will provide feedback and critique technique

Description \_\_\_\_\_ Hours

POST Minimum Required Hours \_\_\_\_\_

Agency Specific Hours \_\_\_\_\_

Total Instructional Hours 4 (no additional content, instruction time only)



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**SEB Firearms - Pistol**

**Expanded Course Outline**

**RSD# N/A**



EXPANDED COURSE OUTLINE  
ADVANCE OFFICER TRAINING  
SEB Firearms - Pistol

**Effective date of outline: September 3, 2019**

**I. LEARNING NEED**

To safely and effectively fulfill their duties deputies assigned to the Special Enforcement Bureau must be able to develop and maintain proficiency with firearms.

**LEARNING OBJECTIVES**

**A. Demonstrate fundamentals of marksmanship**

1. Position
2. Grip
3. Sight Alignment
4. Sight Picture
5. Trigger Control
6. Breathing
7. Muscle Relaxation
8. Natural point of aim
9. Follow Through

**II. LEARNING NEED**

To maintain effectiveness, SEB deputies must be accurate in the discharge of their pistol.

**LEARNING OBJECTIVES**

**A. SEB deputies must show proficiency during accuracy-based drills:**

1. Bulls eye targets
2. Defined scoring parameters
3. Defined time parameters

**B. SEB deputies must show proficiency during timed drills:**

1. Combat style target
2. Defined scoring parameters
3. Defined time parameters

C. SEB deputies must show proficiency during movement drills:

1. Combat style target
2. Defined scoring parameters
3. Defined time parameters
4. Multiple Position and targets

### III. REQUIRED TESTS

A. A scenario-based drill that requires the student to demonstrate, by application, proficiency fundamentals of marksmanship

1. Use of force - The ability to distinguish and apply reasonable force options when presented with shoot and no-shoot targets.
2. Officer safety - The demonstration of situational and tactical awareness and appropriate response.
3. Communication - The use of effective verbal broadcast following engagements on targets. Must provide designator, location, situation and request of additional resources.
4. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

### IV. REQUIRED LEARNING ACTIVITY

A. The student will participate in a qualification course with set scoring parameters.

1. Shooting instructors will provide feedback and critique technique

<u>Description</u>	<u>Hours</u>
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POST Minimum Required Hours	_____
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Agency Specific Hours	_____
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Total Instructional Hours	<u>  4  </u> (no additional content, instruction time only)
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# Riverside County Sheriff's Department

## Special Enforcement Bureau

### ---- SPECIFIC SAFETY GUIDELINES ----

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## Firearms - Pistol

Prior to any training, the Safety Guidelines for the Special Weapons and Tactics course shall be read to all students participating in the course. The primary Instructor for the training SHALL brief the class on medical procedures. This will include the location of the First-Aid kit and the location and directions to the nearest hospital. **Instructors will insure they have phone or radio contact with dispatch or range control if an emergency occurs.**

Students shall read and fully comply with all the student safety guidelines located on this form. Failure to fully comply with all safety guidelines will be grounds for immediate dismissal from this academy.

## Safety Guidelines:

- (a) The Designated Range Master / Training Safety Officer (TSO) will be responsible to ensure that all safety guidelines are followed.
- (b) All students shall act as safety officers while at the range facility and shall immediately report any violations of any safety guidelines.
- (c) All students will comply with all safety rules provided both orally and in writing.
- (d) Students will need to be prepared to perform this training outdoors and take appropriate precautions in reference to the elements.
- (e) Approved protective equipment (Safety glasses, hearing protection and body armor) will be used always when on or near the firing line.
- (f) *TREAT EVERY WEAPON AS IF IT IS LOADED: NO EXCEPTIONS.*
- (g) Students will not draw, play with, or exhibit any firearm while not engaged in the training exercise.
- (h) Never point your weapon at anything you do not intend to shoot.
- (i) Students shall comply with any order, or directive from any instructor while at the range facility.
- (j) Students will only use firearms and ammunition that has first been inspected by the Range master and / or Instructor staff.
- (k) No student shall pick up, handle, or fire any firearm while under the influence of any alcoholic beverage or any drugs, prescribed or not, which affect the senses. Any

# Riverside County Sheriff's Department

## Special Enforcement Bureau

### ----- SPECIFIC SAFETY GUIDELINES -----

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student taking medication shall advise the range staff prior to participating in range activities.

- (l) While conducting live fire static scenarios, the student to instructor ratio will not be more than (3) students to one (1) instructor. This ratio pertains only to the students involved in a live fire exercise.
- (m) While conducting live fire on the move scenarios, the student instructor ratio will not be more than (2) students to (1) instructor. This ratio pertains only to the students involved in a live fire exercise.
- (n) No student shall run or move backwards during any live fire exercises.
- (o) The instructor staff will have and maintain a first-aid kit, safety vehicle and Paramedic/corpsman on site during any live firing.

### Instructional Staff-to-Student Ratios:

The student to instructor ratio will be 3:1 for static shooting and 2:1 for shooting on the move.

### SAFETY BRIEF TO STUDENTS:

Safety Brief: All students and instructors will be given a safety brief by the range safety officer prior to beginning any Dry Fire, Simunitions or Live Fire training.

The safety brief will cover the 4 basic safety rules, Injury Protocol, Medical team placement, BCTC / SBSO range protocol, "Friendly Fire" and a discussion on the reasons / considerations for accidental discharges(to include but not limited to the following):

- Balance Disruption
- Startle Effect
- Sympathetic Squeeze (both hands contract under stress)
- Finger on the trigger (Universal safety rule #2)
- Muzzle Discipline
- Communication Techniques (Hand, Voice)
- Weapon Manipulation (malfunction drills, transitions, reloading)
- Speed (Smooth is fast)

Stop Action: The students will be briefed that the term , "**CEASE FIRE**" will be called out in the event someone sees an unsafe act. If a **CEASE FIRE** is called the student's will immediately cease fire, hold their positions and wait for further direction from range staff.

# **Riverside County Sheriff's Department**

## **Special Enforcement Bureau**

### **---- SPECIFIC SAFETY GUIDELINES ----**

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Medical Aid Protocol: All students will be briefed on the location of the nearest hospital with trauma center. In addition, there will be a shooting trauma first aid kit on each range, (All of our SWAT operators / instructors, are trained in first aid for gunshot injuries).

The students will be briefed, in the case of an emergency, to clear their weapons and muster away from the accident scene. The squad proctor will account for all his students at the muster point.

#### **Instructor Responsibilities:**

- a) The primary instructor, Firearms Coordinator, or designee shall be responsible for conducting safety inspections of students and facilities used for training.
- b) Instructors should be aware of environmental factors such as weather or air quality and adjust the instruction as necessary.
- c) The primary instructor or designee shall verbally review specific safety rules with students.
- d) Specific safety rules shall be incorporated into lesson plans. Copies of safety rules shall be distributed to students as part of the course handouts,
- e) Instructors shall adhere to the expanded course outlines as submitted. Instructors shall also adhere to their lesson plan as approved by the Riverside County Sheriff's Department Firearms Training Program.
- f) Instructors shall advise students of their responsibility to report and/or stop unsafe actions during training.
- g) Instructors shall display an attitude of safety and a professional demeanor.

# Riverside County Sheriff's Department

## Special Enforcement Bureau

### ---- SPECIFIC SAFETY GUIDELINES ----

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#### INJURIES SUSTAINED DURING TRAINING:

**NOTE:** This section shall apply to the entire Special Weapons and Tactics, Specific Safety Policy and will not be listed verbatim under every section only referred to.

- (a) All injuries will be reported to an instructor, no matter how minor.
- (b) A paramedic and / or doctor will evaluate student injuries.
- (c) Any student who loses consciousness during this course SHALL be evaluated by a physician before being allowed to return to the class.
- (d) Any student relieved from training and requiring medical attention by a doctor SHALL be required to have a medical release before returning to the class.
- (e) Any incident involving a student sustaining a serious injury will be fully investigated to ensure proper safety procedures were followed.
- (f) Students receiving minor injuries will be evaluated and the injury documented by the instructor then forwarded to the training coordinator.
- (g) All student injuries will be documented and clerical staff at Ben Clark Training Center will maintain documentation along with course records.
- (h) Students with moderate injuries and who require medical attention by a licensed physician will be transported by training staff or ambulance.
- (i) Students with injuries classified as serious and requiring immediate medical attention will be transported by local ambulance or life flight service to the appropriate local hospital.
- (j) Students requiring hospital medical services will be required to obtain a physician's medical release prior to returning to training.
- (k) In the event of a serious to minor student injury, medical attention will be sought at the following hospitals/medical facilities.

#### 1. Serious Student Injuries

Riverside University Health Systems Medical Center – 26520 Cactus Avenue, Moreno Valley, Ca. 92555 (951) 486-4000 Fax (951) 486-4475

# **Riverside County Sheriff's Department**

## **Special Enforcement Bureau**

### **---- SPECIFIC SAFETY GUIDELINES ----**

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Arrowhead Regional Medical Center - 400 North Pepper Avenue Colton, CA (909) 580-1000

#### **2. Moderate Student Injuries**

U.S. Health Works – 6485 Day Street, Moreno Valley, Ca. 92507 (951) 653-5291 Fax (951) 653-2440

#### **3. Minor Injuries**

Minor injuries will be treated and assessed by paramedics or physician assigned to the range.

#### **Investigations of Injuries:**

All injuries requiring medical attention will have a full investigation conducted by Ben Clark Training Center personnel or other designated investigative body.



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**Handgun / Shotgun / Rifle Course**

**Expanded Course Outline**

**RSD# N/A**



# **HANDGUN / SHOTGUN / RIFLE COURSE**

## **COURSE OUTLINE**

### **I. INTRODUCTION**

#### **A. Instructors**

1. Course Introduction
2. Course Content
3. Assignments
4. Evaluation of the participants

#### **B. Facility Layout**

1. Classroom
2. Range
3. First-Aid Kits

### **II. COURSE SAFETY PROCEDURES**

#### **A. Four Basic Firearms Safety Rules**

1. Treat all firearms as if they were loaded – Emphasize using another weapon without the user's permission is prohibited.
2. Do not point your weapon at anything you are not willing to destroy – Fellow shooters as well as yourself.
3. Be aware of your target and what is beyond it – cover the red safety baffles at the end of the range.
4. Keep your finger off the trigger until you are on target and ready to fire – the low ready position is not acceptable.

#### **B. Range Commands**

1. Cease Fire – Whistle Blows
2. Load and Unload Commands
3. Range Safety Officers
4. Medical Limitations
5. Report of any injuries during class
6. Brief regarding emergency situations
  - a. AMR / CDF
  - b. Closest medical facility with a trauma unit
  - c. Identify EMT skills within the class
  - d. Red phone locations and usage

### III. HANDGUN

#### A. Stance

1. Isosceles
2. Modified Weaver

#### B. Posture

#### C. Draw

1. Cover 5-point draw
2. Grip
3. Emphasize not “lazering” yourself with the muzzle
4. Ensure the bale is being moved with the thumb, not the palm.

#### D. Fundamentals of Marksmanship

1. Sight Alignment
2. Sight Picture
3. Trigger Control
4. Follow-Through

#### E. Reloads

1. Speed Reload
2. Tactical Reload

#### F. Patterns of Fire

1. Controlled Pair
2. Hammered Pair
  - a. Flash sight picture
  - b. Rough accuracy vs. slow precision
3. Failure Drill
4. Box Drill

#### G. Malfunctions

1. Failure to feed
2. Failure to fire
3. Failure to extract (causing double feed)
4. Failure to eject (stove pipe)
5. Slide fails to lock to rear after last round.

#### H. Immediate Action Drills

1. ALWAYS IDENTIFY THE PROBLEM!!!
2. Failure to feed / fire
  - a. Tap the magazine to ensure it is fully seated
  - b. Rack the slide to chamber a round
  - c. Fire the weapon
3. Stovepipe
  - a. Place the non-firing hand on top of the slide, with the index finger against the shell
  - b. Apply pressure to the rear, stripping the case
  - c. Do not rack the slide as this may cause a double-feed
4. Double-feed
  - a. FIND COVER!!! If not, take a knee.
  - b. Lock the slide to the rear
  - c. Rip the magazine out of the magazine well
  - d. Rack the slide 3-4 times
  - e. Insert a fresh magazine into the gun
  - f. Rack the slide
  - g. Fire the weapon

#### IV. RIFLE

##### A. Nomenclature Review

1. Upper Receiver
2. Lower Receiver
3. Bolt Assembly

##### B. Stance

1. Modified Weaver
2. Isosceles
  - a. Position of the stock in the shoulder
  - b. Weight forward

##### C. Positions of Carry

###### I. "The Point"

- a. Good firing grip with finger on the trigger
- b. Slack is taken out and ready to engage
- c. Weapon firmly welded in the shoulder pocket
- d. Good cheek weld on the stock
- e. Eyes on sighting system

2. "Ready" position
  - a. Good firing grip with straight trigger finger
  - b. Muzzle lowered from the primary shooting position 2-4 inches
  - c. Good for visibility and allowing shooter to access the situation
3. "Low ready" position
  - a. Good firing grip with straight trigger finger
  - b. Muzzle pointed at the ground 4-6 feet in front of the shooter
  - c. Stock of the weapon in the same position as in the "Ready" position
4. "Weapon" retention
  - a. Good firing grip with straight trigger finger
  - b. Weapon is slung across the body from strong shoulder to weak hip
  - c. Used for moving through tight spaces
5. Sling carry
  - a. No hands on the weapon
  - b. Muzzle should naturally point down
  - c. Used when not in a tactical situation

#### D. Loading / Unloading

1. Always keep the weapon pointed in a safe direction or use a loading barrel
2. Loading
  - a. Insert a magazine into the magazine well
  - b. Tap / pull to ensure the magazine is seated correctly
    1. Pull charging handle to the rear and release
    2. Slap bolt release to let bolt assembly go home
  - c. Press check by observing the magazine bullet position
3. Unloading
  - a. Place the weapon on safe
  - b. Remove the magazine
  - c. Lock the bolt to the rear
  - d. Visually inspect the chamber and magazine well for any loose or lodged rounds.

#### E. Firing Positions

1. Standing
2. Kneeling
  - a. High-ready
  - b. Low-ready
3. Prone

F. Fundamentals of Marksmanship

1. Sight alignment
2. Sight picture
3. Trigger control
4. Follow-through

G. Reloading

1. Tactical reload
2. Speed reload
3. Always reinforce ensuring the magazine is fully seated with “Tap / Pull”

H. Malfunctions

1. Failure to feed – magazine not seated
2. Failure to fire – bad firing pin, dirty chamber, defective round
3. Stovepipe – broken extractor / ejector or dirty
4. Double feed – bad magazine, dirty weapon, dirty magazine

I. Immediate Action Drills

1. Inside 25 yards – transition to your handgun.
2. ALWAYS IDENTIFY THE PROBLEM!!!
3. Failure to feed / fire
  - a. Tap the magazine
  - b. Pull the charging handle to the rear and release
  - c. Reattempt engagement
4. Stovepipe
  - a. Rotate rifle
  - b. With non-firing hand, wipe brass away.
  - c. Reattempt engagement
5. Double Feed
  - a. FIND COVER!!! If not, make a small target.
  - b. Lock bolt to the rear
  - c. Rip magazine out
  - d. Rack bolt 3-4 times to clear chamber
  - e. Insert fresh magazine
  - f. Release bolt
  - g. Reattempt engagement

## V. SHOTGUN

### A. Nomenclature Review

1. Muzzle
2. Bead front sight
3. Barrel
4. Magazine Cap
5. Ejection port
6. Slide release, Safety, Trigger
7. Pistol grip
8. Stock

### B. Stance

1. Modified Isosceles
  - a. Ensure the weight is shifted forward
  - b. Front-leading knee is bent

### C. Positions of carry

1. "The Point"
  - a. Good firing grip with finger on the trigger
  - b. Slack is taken out and ready to engage
  - c. Weapon firmly welded into the shoulder pocket
  - d. Good cheek weld on the stock
  - e. Eyes on the bead sight
2. "Ready" position
  - a. Good firing grip with straight trigger finger
  - b. Muzzle lowered from the primary shooting position 2-4 inches
  - c. Good for visibility and allowing shooter to access situation
3. "Low ready" position
  - a. Good firing grip with straight trigger finger
  - b. Muzzle pointed at the ground 4-6 feet in front of the shooter
  - c. Stock of the weapon in the same position as the "Ready" position
4. "Weapon" retention
  - a. Good firing grip with straight trigger finger
  - b. Weapon is slung across the body from strong shoulder to weak hip
  - c. Used for moving through tight spaces
5. Sling Carry (Standard)
  - a. No hands on the weapon
  - b. Muzzle should naturally point up or down (preference)
  - c. Used when not in a tactical situation

6. African Carry
  - a. Carried on weak-side of the body
  - b. Allows for very fast draw and transition

#### D. Loading / Unloading

1. Always keep the weapon pointed in a safe direction.
2. Loading (Combat)
  - a. Combat load one round into the chamber and run the fore-end forward.
  - b. Tube feed 4-7 more rounds into the magazine
  - c. Should be able to accomplish the task without looking
3. Loading (Tactical)
  - a. Run the fore-end closed on an empty chamber
  - b. Load the magazine fully with the desired load out
  - c. Typical carry style while on patrol
4. Unloading
  - a. Ensure the weapon is on "safe"
  - b. While depressing the action slide release, pull the fore-end to the rear
  - c. Retrieve the round **before** it is ejected
  - d. Push the spoon up and allow the first magazine round to eject into your palm
  - e. Push the action bar to release the next shell and continue until the weapon is empty

#### E. Firing Positions

1. Standing
2. Kneeling
3. Prone

#### F. Fundamentals of Marksmanship

1. Sight Alignment
  - a. The bead represents target alignment
  - b. The front bead should rest on the rear-milled groove, with the bead ramp NOT visible
2. Sight Picture
3. Trigger Control
4. Follow-Through

#### G. Reloading

1. Achieved through the same method as loading
2. Always attempt to keep your eyes on the target and the muzzle pointed in the direction of the threat

#### H. Malfunctions

1. Failure to feed – broken spoon, empty magazine tube, broken magazine
2. Failure to fire – bad primer, short stroke, broken firing pin
3. Failure to eject – broken extractor
4. Failure to extract – dirty chamber, broken extractor, dirty ammo

#### I. Immediate Action Drills

1. Transition to your handgun if in a fight
2. ALWAYS IDENTIFY THE PROBLEM!!!
3. Failure to feed
  - a. If chamber and magazine are empty, combat reload
  - b. Rack and engage.
4. Failure to fire
  - a. Rack and attempt to fire
  - b. If unsuccessful, firing pin is most likely broken, transition to handgun
  - c. If empty, combat reload
5. Failure to eject
  - a. Seek cover
  - b. Pry the shell out of the chamber
  - c. Rack the fore-end and reengage.
6. Failure to extract
  - a. Seek cover
  - b. Remove round and run the fore-end forward
  - c. Engage the action slide release and keeping the muzzle pointed in a safe direction, strike the butt against the ground
  - d. Chamber a new round and reengage
  - e. If all else fails, transition to your secondary weapon

### VI. SHOTGUN-HANDGUN TRANSITION

#### A. Explain reasons for such a transition

1. Shotgun malfunctions
2. Shotgun ammunition is expended
3. Confined operating space



4. Shotgun would be inappropriate for the tactical situation

B. Precautions when transitioning

1. Ensure the weapon is placed on "safe"
2. When practicing, attempt to run the drills smooth, not fast.
3. Be hyper-vigilant of your muzzle and the people around you
4. Loose clothing and the trigger
5. How your sling works and where the shotgun will fall if you let the weapon free-fall

C. Transition Process

1. After determining a transition is necessary, place the weapon on "safe"
2. With the shooter's non-shooting hand, pull the shotgun down and away from the shooting platform. This will cause the sling to slide against the body.
3. With the shooting hand, begin to draw the handgun
4. When the shotgun is safely out of the shooters platform, reaffirm the handgun grip with the weak-hand
5. Be aware of the shotgun if a handgun reload is necessary.
6. When the fight subsides, get the shotgun back to an operational status.

## VII. RIFLE-HANDGUN TRANSITION

A. Explain reasons for such a transition

1. Rifle malfunctions
2. Rifle ammunition is expended
3. Confined space
4. Rifle would be inappropriate for the tactical situation

B. Precautions when transitioning

1. Ensure the rifle safety selector has been engaged
2. When practicing, attempt to run the drills smoothly, not fast
3. Be hyper-vigilant of your muzzle and the people around you
4. Loose clothing and the trigger
5. How your sling works and where the rifle will fall if you let the weapon free-fall

### C. Transition Process

1. After determining a transition is necessary, place the weapon on "safe"
2. With the shooter's non-shooting hand, grab the hand guard and pull the rifle down and away from the shooters platform. This will cause the sling to slide against the body.
3. With the shooting hand, begin to draw the handgun
4. When the rifle is safely out of the shooters platform, reaffirm the handgun grip with the weak hand
5. Be aware of the rifle if a handgun reload is necessary
6. When the fight subsides, get the rifle back to an operational status.



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# **Patrol Rifle Magnified Optics Course**

## **Expanded Course Outline**

**RSD# 2013002**

**Riverside County Sheriff's Department**  
**PATROL RIFLE MAGNIFIED OPTICS COURSE**

R.S.D. # RSD2013002

Expanded Course Outline

I. INTRODUCTION

A. Instructors /Students

1. Course Introduction
2. Course Content
3. Methodology
4. Student Evaluation

B. Facility Layout

1. Lecture Facility (classroom)
2. Locations for practical applications(range)
3. Locations of first aid supplies, water and restrooms.

C. Magnified Optics

1. What are magnified optics?
2. What are the benefits of magnified optics?
3. Nomenclature

D. Mounting Magnified Optics

1. Location
2. Eye relief/ Parallax
3. Types of mounts
4. Bore axis offset
5. Marking and Loctite

II. RANGE

A. Safety Brief

1. Overview of range safety rules and regulations
2. Locations of emergency call boxes and first aid supplies

B. Zeroing the rifle and optics

1. Adjustments
2. Ranges and Ranging
3. 25 and 50 yard zero

C. Binden Aiming Concept

1. Description of the Binden Aiming Concept
2. Practical application (drills) using the Binden Aiming Concept

III. WEAPONS MAINTENANCE / DEBRIEF

- A. Safety/Course debrief
- B. Weapons maintenance
- C. Course evaluation



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# **Semi-Auto Shotgun Transition Course**

## **Expanded Course Outline**

**RSD# 2013024**

# Riverside County Sheriff's Department

## Semi-Auto Shotgun Transition Schedule

### Day 1

0800-0815	<b>Introduction</b> <ul style="list-style-type: none"><li>• Instructors and Students</li></ul>
0815-0930	<b>Shotgun Information &amp; Identification of Student's Shotguns</b> <ul style="list-style-type: none"><li>• Shotgun Types</li><li>• Gauges</li><li>• Chokes</li><li>• Ammunition Information &amp; Department Ammunition (Policy)</li><li>• Nomenclature of Remington vs. Benelli</li></ul>
0930-1000	<b>Deployment Considerations</b> <ul style="list-style-type: none"><li>• Carry Considerations<ul style="list-style-type: none"><li>○ Trunk, Rack, etc.</li><li>○ Empty Chamber-On Safe</li><li>○ Chamber Loaded-On Safe</li></ul></li></ul>
1000-1045	<b>Accessories</b> <ul style="list-style-type: none"><li>• Side Saddles, Shell Caddies, Ammunition Placement on Body</li><li>• Optics</li><li>• Lights</li><li>• Slings</li><li>• Extended Magazine Tubes</li><li>• Stocks</li></ul>
1045-1100	<b>Transition to Firing Bay</b>
1100-1130	<b>Stance, Grip, Safety Manipulation, Trigger Press, Sight Alignment/Picture &amp; Positions</b>
1130-1200	<b>Zeroing</b>
1200-1230	<b>Patterning</b>
1230-1330	<b>Lunch</b>
1330-1445	<b>Transition Drills</b> <ul style="list-style-type: none"><li>• Transition Distance</li><li>• Transition Techniques<ul style="list-style-type: none"><li>○ Sling Transitions</li><li>○ High Tuck</li><li>○ Low Tuck</li><li>○ Butt Tuck</li><li>○ Weapon Drop (Discussion Only)</li></ul></li></ul>
1445-1600	<b>Reloading</b> <ul style="list-style-type: none"><li>• Combat Reloading</li><li>• Speed/Tube Reloading</li><li>• In-Battery Reloading</li></ul>
1600-1700	<b>Field Stripping-Cleaning &amp; Assembly</b>

## **Riverside County Sheriff's Department Semi-Auto Shotgun Transition Schedule**

### **Day 2**

<b>0800-0830</b>	<b>Disassembly &amp; Reassembly</b>
<b>0830-0900</b>	<b>Engagement Methods</b> <ul style="list-style-type: none"><li>• Hammers</li><li>• Pairs</li><li>• Non-Standard Response</li><li>• Brain Shot</li><li>• Vertical Tracking</li></ul>
<b>0900-1030</b>	<b>Positional Shooting</b> <ul style="list-style-type: none"><li>• Prone &amp; Dynamic Prone</li><li>• Dynamic Kneeling</li><li>• Barricade Shooting</li></ul>
<b>1030-1200</b>	<b>Round Change Out &amp; Selection</b>
<b>1200-1300</b>	<b>Lunch</b>
<b>1300-1330</b>	<b>Shooting on the Move</b>
<b>1330-1400</b>	<b>Moving then Shooting</b>
<b>1400-1415</b>	<b>Single Hand Manipulation</b>
<b>1415-1430</b>	<b>Malfunction Clearing</b>
<b>1430-1500</b>	<b>Reloading Drill-Rolling Thunder</b>
<b>1500-1600</b>	<b>Qualification Course</b>
<b>1600-1700</b>	<b>Weapons Maintenance, Class Certificates, &amp; Class Critiques</b>





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# **Basic Mounted Patrol Course**

## **Expanded Course Outline**

**RSD# 2016001**



**Riverside County Sheriff's Department**  
**Basic Mounted Patrol Course**  
**Ben Clark Training Facility, Riverside, CA**  
**(Dates)**  
***Extended Course Outline***  
**RSD Control #-----**

**Overall Course Learning Goals:**

This course is designed for the initial training of Mounted Unit Officers. The course will provide the new mounted officer with basic equestrian skills and knowledge that will form the foundation for the mounted officer's future development. The course is structured to teach the mounted student the enforcement techniques, responsibilities, and duties of a member of a law enforcement agency Mounted Enforcement Unit.

**Overall Course Learning Objectives:**

This course will educate the student in riding skills and maneuvers, mounted unit formations and movements, mounted patrol tactics, crowd control, use of the horse baton and legal issues. Additionally, the student and their mount will learn the basic skills necessary to effectively deal with various stimuli encountered during mounted patrol operations.

**Introduction and Orientation**

**I. COURSE REGISTRATION, INTRODUCTION AND OVERVIEW**

**A. Registration**

1. Student sign in and financial information
2. Student / Mount waivers completed
3. RSD paperwork completed

**B. Introduction**

1. Instructor introductions / Backgrounds / Skills / Experience
2. Student introductions / Backgrounds / Skills / Experience



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**C. Course Overview**

1. Goals / Learning objectives
  - a. Why are we here?
  - b. What do you want out of this class?

**Riding Skills**

**I. INTRODUCTION**

**A. Importance of developing good riding skills**

1. Officer safety
2. Liability
3. Public perception
4. For sake of the horse

**B. Developing partnership skills**

1. Review of persuasive training techniques
2. Changing your way of thinking

**II. RIDING DYNAMICS**

**A. Independent seat**

1. Not gripping below the knees except for communication
2. Not using the reins for balance

**B. Communication with horse**

1. Natural aids
  - a. Seat



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- b. Legs
- c. Hands
- d. Voice

2. Artificial aids

- a. Reins
- b. Spurs
- c. Bits
- d. Riding Crops

**C. In harmony with horse**

- 1. Become part of the horse and his / her movement
- 2. Be balanced
- 3. Be fluid not stiff
- 4. Use whole body while riding
- 5. Ride in time with horse's foot fall
- 6. Keep steady hands
- 7. Go where your horse goes

**D. Focus**

- 1. Look where you are going
- 2. Horse will follow a strong focus

**E. Flexion**

- 1. Lateral
- 2. Vertical

**F. Rein responsibility**



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1. Casual
2. Concentrated
3. Direct
4. Indirect
5. Supportive

**G. Legs do what the hands do**

1. "Open the door"
2. "Close the door"

**H. Life in your body**

1. Part of escalation of the aids
2. Used to speed up or slow down gaits

**III. BASIC MOVEMENTS**

**A. Walk**

1. Four beat gait
2. Gaits within the gait
3. Focus
4. Human body motion
5. Transitions

**B. Trot**

1. Two beat gait



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2. Gaits with the gait
3. Focus
4. Human body motion
5. Transitions

**C. Canter**

1. Three beat gait
2. Leads
3. Focus
4. Human body motion
5. Transitions

**D. Back-up**

1. Two beat
2. Human body motion
3. Vertical Flexion

**E. Turn on the forehand**

1. Tipping the nose
2. Leg aid
3. Keeping front feet inside a circle
4. Focus



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**F. Turn on the haunches**

1. Rocking the horse back
2. Leg aid
3. Keeping the back feet inside a circle
4. Focus

**G. Side pass**

1. Rein positions
2. Leg aids
3. Focus

**H. Two-Track**

1. Concentrated rein
2. Leg position
3. Body position
4. Focus
5. Different gaits

**IV. RIDING EXERCISES**

**A. Walk**

1. Different speeds
2. On the rail
3. In a circle



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4. Turning

**B. Trot**

1. Posting (rising) trot
2. Sitting trot
3. Different speeds
4. On the rail
5. In a circle
6. Turning

**C. Canter**

1. Picking up the lead
2. On the rail
3. In a circle
4. Changing leads

**D. Backing**

1. From a stand still
2. From a walk
3. From a trot

**E. Turn on the forehand**

1. From a walk along the rail
2. Inside a circle





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**F. Turn on the haunches**

1. From a walk along the rail
2. Inside a circle

**G. Side Pass**

1. Nose to the rail
2. Rein position
3. Leg position

**H. Two-Track**

1. At the walk
2. At the trot

**V. PUTTING IT ALL TOGETHER WITH PURPOSE**

**A. Transitions**

1. Walk to trot
2. Trot to canter
3. Canter to trot
4. Trot to walk
5. Walk to back-up
6. Trot to back-up
7. Canter to back-up



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**B. Patterns**

1. Figure eight
2. Clover leaf
3. Serpentine
4. Circles
5. Side pass / back-up

**C. Negotiating obstacles**

1. Trot poles
2. Ground poles
3. Cones
4. Tarp
5. Barrels

**Understanding Equine Behavior**

**I. INTRODUCTION**

**A. Why is it important that Mounted Officers understand the nature of horses and horse behavior?**

1. In order to influence behavior (train) an animal you have to understand its mind.
2. Through equine psychology we can gain a better understanding of how horses think and why they do what they do.
3. This enables us to form a better relationship with your equine partner.



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**II. THE NATURE OF HORSES (Dr. Robert M. Miller)**

- A. The flight instinct**
  - 1. A prey animal - horses flee rather than fight
  - 2. Normally fight only when given no other choice
- B. Highly perceptive**
- C. Fast learners**
- D. Fast reaction time**
- E. Easily desensitized**
- F. Have good memory**
- G. Accepting of leadership**
- H. Communicate primarily through body language**
- I. Establish a dominance hierarchy**
- J. A Precocial species**

**III. TRAINING**

- A. Persuasive training**
  - 1. Uses psychology
  - 2. Communication and understanding
  - 3. Elicits behavior that the horse wants to do
  - 4. Long-lasting benefits



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**B. Coercive training**

1. Use of force
2. Elicits behavior that the horse has to do
3. Natural for us because we are predators

**C. Conditioned responses**

1. Primary type of horse training
2. Behavioral responses become increasingly consistent as a result of reinforcement
3. Reinforcement
  - a. Comfortable
  - b. Uncomfortable
  - c. Comfortable / Uncomfortable
    - (1) Physical
      - (a) Comfort - air, food, rest
      - (b) Discomfort - pain, extremes of temperature, hunger, annoying stimuli
    - (2) Psychological
      - (a) Comfort - praise, pleasant sights, safety
      - (b) Discomfort - fear, reprimand

**D. Desensitization & sensitization**

- A. Conditioning to ignore stimuli will not hurt them
- B. Approach & retreat
- C. Flooding



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**IV. COUNTER-CONDITIONING**

- A. Ignore behavior**
- B. Condition and incompatible behavior**
- C. Negative reinforcement for unwanted behavior as soon as it occurs**

**Equine Bits and Biting**

**I. BITS AND BITTING**

**A. Overview**

- 1. What all bits are designed to do
  - a. Communicate with the horse
  - b. Control the horse
- 2. All bits use PRESSURE
- 3. Bits are not designed to hurt the horse

**B. Design of the bit**

- 1. There are many different kinds of bits
- 2. Different bits work in different ways, making some bits better to use for different horses or kinds of riding.
- 3. It is important to know how the bit you use works **SO YOU CAN USE IT TO CONTROL YOUR HORSE AND NOT HURT THEM.**

**C. Pressure points**

- 1. All bits work on one or more pressure points



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2. The horse learns that pressure in certain places means to

- a. Slow down
- b. Stop
- c. Turn
- d. Change head position

**D. Two primary types of bits**

1. Direct pressure bit

- a. The simplest type of bit
- b. The bit pulls directly backwards or sideways on the mouth or nose
- c. 2 ounces of pull = 2 ounces of pressure on the reins

2. The leverage bit

- a. Multiply the pressure the rider uses on the reins
- b. Can be more severe
- c. 2 ounces of pull = 4 to 6+ ounces of pressure on the horse

**E. The direct pressure bit**

1. Most common type is the Snaffle bit

a. Consists of

- 1.) 2 rings joined by a mouthpiece
- 2.) Mouthpiece may be straight or jointed

**F. Types of Snaffle bits**

1. The mouthpiece can be made with various surfaces

a. Rings may be

- 1.) Round
- 2.) D-shaped
- 3.) Eggbutt



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- 4.) Made with cheeks

**G. The leverage bit**

1. The most common leverage bit is the Curb bit
  - a. Squeezes the horse's whole lower jaw, putting pressure on
    - 1.) The bars of the mouth
    - 2.) The chin groove
    - 3.) The tongue
    - 4.) The poll
    - 5.) The longer the shank, the tighter the curb strap, the more severe the bit
2. Parts of the Curb bit
  - a. Mouthpiece – often has a port
  - b. Port – an arch in the mouthpiece (for the tongue)
  - c. Bridle rings – upper end of the bit
  - d. Shank – long side pieces which give leverage
  - e. Rein rings – rings at lower end of shank
  - f. Curb strap or chain – allows bit leverage to work
3. Types of Curb bits
  - a. Different ports
  - b. Different shank lengths
  - c. Different types of mouthpieces

**H. Adjustment / fit of the bit**

1. Both the Snaffle bit and the Curb bit should be adjusted in such a manner as to
  - a. Rest firmly in the corner of the horse's mouth
  - b. Forming a slight wrinkle in each side of the horse's lip

**I. Other types of bits**



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1. There are other types of bits and associated equipment
  - a. Bosal
  - b. Hackamore
  - c. Dropped noseband
  - d. Martingales
  - e. Tie-downs

**J. Summary**

1. Bits are designed to communicate with and control the horse.
2. All bits work on one or more pressure points.
3. Two common types of bits are:
  - a. Direct pressure bit – Snaffle bit
  - b. Leverage bit – Curb bit
4. It is important to know how the bit you use works so you can control your horse but not hurt him.

**Legal Issues - CPC 600**

**I. HISTORY OF 600 CPC**

- A. Prior to the passage of 600 P.C. the most commonly used arrest and booking charge for anyone who assaulted a police horse was felony cruelty to animals.
  1. Cruelty to animals charge was difficult to prove in many cases
  2. Some jurisdictions had to use less effective municipal codes for any other charge
- B. November 1983 in Los Angeles at the Los Angeles Memorial Coliseum





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1. Grudge match between the L.A. Raiders and the Seattle Seahawks
2. Annual grudge match grew in both attendance and fan violence
  - a. Mandated extensive police presence both inside and outside the Coliseum.
    - 1.) LAPD Mounted Unit had become a major part of the deployment over the last 3 years
    - 2.) LAPD Mounted Unit deployed 12 horses (6 less than normal deployment for this type of game)
3. The Raiders were victorious and the fans became riotous.
  - a. Mounted officers were used to sweep the playing field
  - b. Rioters threw rocks and bottles at the Mounted officers
  - c. A uniformed officer was struck in the head with a bottle
  - d. Several of the horses sustained injuries
4. A California legislator was sitting in the stands, and observed the incident. He returned to Sacramento and initiated legislation to establish laws protecting police horses.
5. The result was CPC 600
  - a. It was originally added in 1984. There is a note in *West's Annotated California Codes* that states "urgency, effective July 12, 1984". This was to insure it was in effect for the 1984 Olympics

**II. ORIGINAL SECTION**

- A. Simply referred to either as 600(a) or 600(b) P.C. in order to Distinguish between a misdemeanor and a felony
- B. Referred to Police Animals in general



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- C. This section was amended in 1985 and is now titled:  
*"Horses or dogs used by peace officers, willful and malicious harm or interference."*

III. **SECTION 600(a) P.C.**

Any person who **willfully** and **maliciously** and **with no legal justification**, strikes, beats, kicks, cuts, stabs, shoots with a firearm, administers a poison or other harmful or stupefying substance to, or throws, hurls, or projects at, or places any rock, object, or other substance which is used in such a manner as to be capable of producing injury and likely to produce injury, on or in the path of, any horse being used by, or any dog under the supervision of, any peace officer in the discharge or attempted discharge of his or her duties, is guilty of a public offense.

If the injury inflicted is a **serious injury**, as defined in subdivision (c), the person shall be punished by imprisonment in the **state prison for 16 months, two or three years**, or in a **county jail for not to exceed one year**, or by **fine not exceeding one thousand dollars (\$1,000)** or by both **fine and imprisonment**.

- A. **Section 600(a) P.C.** specifically deals with any **malicious** act of violence or poisoning which is **capable of and likely to** produce injury.

1. You must establish the attack was **capable of or likely to produce injury**.
  - a. Tossing acid at a horse
  - b. Striking a horse with a baseball bat
  - c. Throwing a bottle at a horse
  - d. Trying to run over a horse with a car
2. Acts not capable of or likely to produce injury
  - a. Throwing a wadded up piece of paper at a horse
  - b. Throwing a nerf ball at a horse
  - c. Throwing a beach ball at a horse

- B. ***Willfully and Maliciously*** - May be easy for us as peace officers



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to recognize an act as willful and malicious. It may not be as easy for the prosecutor or the jury.

**C. *With no legal justification*** - What would constitute legal justification?

1. Horse gets away from the officer and runs through the crowd
2. Horse gets away from the officer and "attacks" a bystander

**D. *Section 600(a) P.C. can be a felony or a misdemeanor Depending upon the degree of injury.***

**E. *What constitutes a serious injury and therefore a felony***

1. Per Section 600(c) a serious injury is any injury which causes **death, destruction, or serious physical injury including bone fracture, loss or impairment of function of any bodily member, wounds requiring extensive suturing, or serious crippling.**
2. ***It is an act of the striking of the horse, not the subsequent act of the horse in reaction to the object.***

**IV. SECTION 600(b) P.C.**

Any person who **willfully and maliciously** and with no legal justification interferes with or obstructs and horse or dog being used by any peace officer in the discharge or attempted discharge of his or her duties by **frightening, teasing, agitating, harassing, or hindering** the horse or dog shall be punished by **imprisonment in a county jail for not exceeding one year, or by a fine not exceeding one thousand (\$1,000), or by both a fine and imprisonment.**

**A. Most commonly used section by Mounted Units**

**B. Specifically addresses any act of interference or obstruction**

1. Marbles or ball bearings in the street
2. Blocking path of the horse with a car



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3. Waving a flag in the horse's face

**C. Nature of horses**

1. No matter how seasoned the horse, there are still things we encounter in the field that will frighten and / or agitate our horses.
2. Remember the requirement, **willfully, maliciously, and with no legal justification.**

- D. To properly utilize Section 600 P.C. officers must remain objective.**

**V. SECTION 600 (c) P.C.**

Any person who, in violation of this section, and **with intent to inflict such injury or death**, personally causes the **death, destruction, or serious physical injury including bone fracture, loss or impairment of function of any bodily member, wounds requiring extensive suturing, or serious crippling**, of any horse or dog, shall **upon conviction of a felony** under this section, **in addition and consecutive** to punishment prescribed for the felony, be punished by an **additional term of imprisonment in the state prison for one year.**

- A. Section defines serious injury / felony**

- B. Provides an additional sentence for causing the serious injury**

**VI. SECTION 600 (d)**

Any person who, in violation of this section, **an with the intent to inflict such injury, personally causes great bodily injury**, as defined in Section 12022.7 P.C., **to any person not and accomplice, shall, upon conviction of a felony** under this section, **in addition and consecutive** to the punishment prescribed for the felony, be punished by an additional term of **imprisonment in the state prison for two years** unless the conduct described in this subdivision is an element of any other offense of



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which the person is convicted or receives an enhancement under Section 12022.7.

- A. Penalty may be enhanced by an additional term of imprisonment for causing great bodily injury to a person, not an accomplice.
- B. Suspect strikes horse with an object causing injury to the horse, and causing the horse to react by bolting into the crowd, injuring an innocent bystander.

**VII. SECTION 600 (e) P.C.**

In any case in which a defendant is convicted of a violation of this section, the defendant **shall be ordered to make restitution to the agency owning the animal and employing the peace officer** for veterinary bills, replacement costs of the animal if it is disabled or killed, and the salary of the peace officer for the period of time his or her services are lost to the agency.

- A. **Use of restitution clause:**
  - 1. **"Any case"** where there is a violation of this section.
  - 2. Provides restitution to the agency
    - a. What if the horse is owned by the individual officer

**VIII. SUMMARY**

- A. **Arrest, investigation and prosecution for a violation of Section 600 P.C.**
  - 1. Educate all mounted personnel
    - a. Do not assume all mounted personnel and their supervisors have a thorough knowledge and understanding of Section 600 P.C.
    - b. Insure consistency in the types of arrests that are made and the manner in which the reports are written.



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2. Provide specific detail in arrest reports to establish all the required elements of the crime.
  3. Educate the prosecutors concerning reasons for the use of Section 600 P.C., the need for cooperation from the prosecutor's office, and effective courtroom efforts.
- B. Section 600 P.C. is an exceptionally valuable tool for Mounted Law Enforcement to protect the horses, the mounted personnel, and members of the public -- Use it wisely.**

**Mounted Patrol Tactics**

**I. PATROL TACTICS**

**A. Purpose**

1. To provide the basis for safe and tactical patrol operations while mounted

**B. Operations**

1. Approach and Control of suspects
2. Vehicle stops
3. Pursuit

**II. APPROACH AND CONTROL OF SUSPECTS**

**A. Purpose**

1. To provide for a safe and tactical approach and control of suspect while mounted

**B. Designations**

1. Field Interview



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2. Pat-down search

3. Arrest

**C. Movement**

1. Pair of Mounted Officers approach target

a. Officers separate and approach is made from a 90 degree angle, or "V"

2. Contact and cover is designated

a. Contact Officer

1.) Cover officer stays silent and covers primary officer

2.) Positions mount to side of target with weapon side toward target

3. Dismounting

a. Circumstances

1.) Searching

2.) Arresting

a.) Handcuffing

b.) Escort

3.) Field interview

4.) Citation

5.) Uncooperative subject

b. Contact officer

1.) Hands lead rope to cover officer

2.) Use of saddle horn

3.) Ground tie



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- c. Cover officer
  - 1.) Holds lead rope
  - 2.) Use of saddle horn
  - 3.) Maintains cover!!!
    - a.) Unruly horse
- 4. Fleeing subject
  - a. Team Integrity
  - b. Surfaces
  - c. Priority

**Mounted Formations**

**I. TROOP FRONT**

**A. Assembly / dismissal formation**

- 1. Preparatory Command... *Mounted Unit!* (Squad)
- 2. Command of Execution... *Fall In!*
  - a. Given by Officer in Charge (OIC) or Squad Leader
  - b. OIC is centered on formation, approximately 8 feet from formation
  - c. Squad Leader is positioned on right side of squad
- 3. Fall in to left of Squad Leader
  - a. Horses and riders are standing in a line
  - b. One foot stirrup to stirrup
  - c. Saddle horn to saddle horn
- 4. Counting off
  - a. Used to divide team
  - b. Executed by OIC or Squad Leader
  - c. Preparatory Command... *Prepare to count off by, (twos, fours, etc.)*





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- 1.) Squad Leader keeps eyes facing forward
- 2.) Other squad members look to their right

d. Command of Execution... *Count off!*

- 1.) Squad Leader begins the count
- 2.) Each member of squad calls out their number while snapping their head forward

**B. Dismissal is from the right unless otherwise directed**

1. The command "dismissed" denotes dismissal in an orderly fashion.
2. The command "fallout" denotes dismissal in any fashion and is not generally very orderly.

**II. OPEN RANKS / CLOSE RANKS**

**A. Open Ranks**

1. Executed from the Troop Front formation after counting off
2. Command given by OIC or Squad Leader
3. Command... *Open Ranks – Yo!*
  - a. The indicated officers will move according to instruction given.
  - b. Usually odd horses will move forward one to two horse lengths and stop, being sure to dress right.

**B. Close Ranks**

1. Used to reconfigure the squad into a Troop Front
2. Command given by OIC or Squad Leader
3. Command... *Close Ranks – Yo!*



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- a. The line of horses in back ride forward to their previous positions
- b. The horses in front stand fast
- c. Everyone needs to "cover down" by looking to the right and dressing on the Squad Leader.

**III. DISMOUNT / REMOUNT**

**A. Dismount**

1. Three count command given by OIC or Squad Leader
  - a. *Prepare to Dis-Mount!*
    - 1.) Officers will remove right foot from stirrup and rock slightly to their left.
  - b. *Ready*
    - 1.) The officers will swing their right leg over the back of the horse.
    - 2.) Pause briefly when their right leg is extended straight down.
  - c. *Dismount*
    - 1.) Officers will step down in unison upon hearing this command.
    - 2.) Officers will then proceed to the left side of their horses.
    - 3.) Reins are brought over horse's head.
    - 4.) Officers stand at attention at horse's head with reins (or lead rope) in right hand.
2. Stand by your horse
  - a. Command
    - 1.) *Prepare to dis-mount, stand by your horse,*
    - 2.) *Ready...*



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3.) *Dismount*

- b. Given by OIC or Squad Leader
- c. Reins remain over horses head
- d. Officers stand at attention on left side of horses, holding one rein in right hand.

**B. Remount**

- 1. Three count command given by OIC or Squad Leader
  - a. *Prepare to Re-Mount or Mount,*
    - 1.) Officers walk to the left side of their horses.
    - 2.) Gather reins in left hand.
  - b. *Ready,*
    - 1.) Place foot in stirrup.
    - 2.) Swing up until bodies are straight with the weight on the left leg.
  - c. *Mount!*
    - 1.) Swing right leg over
    - 2.) Sit in saddle in unison

**IV. COLUMNS**

**A. Moving into columns**

- 1. From a Column of Troopers (single file)
- 2. The horse which is behind always moves up to the left of the horse in front.
- 3. This continues down the line until everyone is single file.



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**V. COLUMN OF TROOPERS**

**A. Single file formation**

1. Effective formation for moving a mount squad
2. Strongest/bravest horse in "walking point."
3. Horses move in a single line, nose to tail.
4. Distance is one foot from nose to tail.

**B. Command**

1. Given by OIC or Squad Leader.
2. *Column of Troopers... Yo!*

**C. Variations**

1. *Column of Troopers From the Right... Yo!*
2. *Column of Troopers From the Left... Yo!*

**VI. COLUMN OF TWOS**

**A. Two horses riding abreast**

1. Effective formation for moving a mounted squad.
2. Strongest or bravest horse in "walking point."
3. Horses move in a single line, nose to tail.
4. Distance is one foot from nose to tail.

**B. Command**

1. Given by OIC or Squad Leader



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2. *Column of Twos... Yo!*

**C. Variations**

1. *Column of Twos From the Right... Yo!*
2. *Column of Twos From the Left... Yo!*

**VII. HALT**

**A. Used to stop movement of unit from any formation**

1. Officers should be sure not to anticipate Command of Execution.
2. Officer must maintain integrity of the formation.

**B. Command**

1. *Prepare to Halt... Halt! or*
2. *Detail – Prepare to Halt... Halt!*

**VII. TURNABOUT (Roundabout)**

**A. Moving formation**

1. Moving forward in a Column of Twos
2. Necessary to change directions

**B. Commands**

1. *Round About Right – Yo!*
  - a. Tow lead horses turn completely around to the right in pairs.
  - b. The next horses in the formation ride to same location and perform the same maneuver.



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- c. This continues down the column until each pair has executed the maneuver and the entire squad is traveling the opposite direction.
  2. *Round About Left – Yo!*
    - a. Two lead horses turn completely around to the left in pairs.
    - b. The next horses in the formation ride to same location and perform the same maneuver.
    - c. This continues down the column until each pair has executed the maneuver and the entire squad is traveling the opposite direction.
  3. *Round About Center – Yo!*
    - a. Two lead horses split, turn left and right respectively, and ride back past the column.
    - b. Each pair in the column rides to the same location and executes the maneuver.
    - c. The two lead horses join-up at the end of the column.
    - d. The other pairs do the same thing.

**IX. TO THE REAR or Recover**

- A. **Used to change direction when confronted with obstacle or as a tactical retreat**
  1. Riders on both sides of the column stop their horses, and execute a turn on the haunches.
  2. Horses on the left side of the column turn 180 degrees to the left.
  3. Horses on the right side of the column turn 180 degrees to the right.
    - a. The horses will be "butt to butt" until the movement is complete.



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- b. The column walks off in the opposite direction they were previously going.

**B. Command**

- 1. *Prepare to Recover* – All riders stop
- 2. *Recover* – Execute Movement

**X. FLANKING MOVEMENTS**

**A. Change the direction of travel of the unit**

- 1. From Column of Troopers
- 2. From Column of Twos

**B. Commands**

- 1. *By the Right (or Left) Flank... Yo!*
  - a. From a Column of Troopers
  - b. Unit turns 90 degrees simultaneously in the direction indicated and walks off.
  - c. Officers should check left and right to be sure they are covered down.
- 2. *Right (or Left) Flank to a Line... Yo!*
  - a. From a Column of Twos
  - b. When officers hear the Preparatory Command they move sideways, half a horse width to the left and right respectively, to make room to execute maneuver.
  - c. On Command of Execution, unit turns 90 degrees simultaneously in the direction indicated and walks off.
  - d. The back line moves up and fills in with front line.
  - e. Officers should check left and right to be sure they are covered down.



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**XI. ON LINE**

**A. Moving Formation**

1. Walking forward in a Column of Twos
2. Necessary to put officers on-line facing same direction they are moving

**B. Commands**

1. *On-Line Center... Yo!*
  - a. Lead horses continue to walk forward.
  - b. Officers on the left side of the column ride to the immediate left of the left side of lead horse.
  - c. Officers on the right side of the column ride to the right of the right side lead horse.
2. *On-Line Right... Yo!*
  - a. Lead horses continue to walk forward.
  - b. Other horses walk out in pairs to the right of the lead horses until a line is formed.
  - c. Line covers down and continues walking forward until a command is given.
3. *On-Line Left... Yo!*
  - a. Lead horses continue to walk forward.
  - b. Other horses walk out in pairs to the left of the lead horses until a line is formed.
  - c. Line covers down and continues walking forward until a command is given.

**XII. CROSSBOW**

**A. Generally used to strategically move a crowd**

1. From a Column of Twos or a Column of Troopers





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2. From the center, right, or left

**B. Commands**

1. *Crossbow Center* (Right or Left)
  - a. Predetermined column prepares to move
  - b. Column of Twos through the center
  - c. Column of Troopers to the right or left
2. *Move*
  - a. Column moves through established barricade
  - b. Barricade could be foot officers, other mounted officers, or a fixed object
  - c. Column moves into crowd
3. *Prepare to Turn*
  - a. Column prepares to turn in predetermined direction
  - b. Column of Twos will normally turn in different directions
  - c. Column of Troopers will turn in the same direction
4. *Move*
  - a. Column(s) turn to address crowd
  - b. Move forward, working together to move crowd

**XIII. PIN WHEEL**

**A. Used to change direction of an ON LINE formation**

**B. Commands**

1. *Pin Wheel Left* (or Right)... *Move*
  - a. Troop executes a turn in the desired direction
  - b. Inside horses moves slower than outside horses
  - c. Dress right and left to maintain position
2. Great Training Exercise



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**Mounted Crowd Control**

**I. TYPES OF CROWDS**

**A. Non-Hostile**

1. Temporary Assembly with no cohesive group behavior
2. Generally consists of on-lookers who have an interest for only a short period of time.
3. Has no organization or unity of purpose.
4. A group generally responds to urging by Police Officers to "Stand back" or "Keep moving."

**B. Hostile / Demonstrations**

1. Usually noisy, threatening and individual members may be confrontational towards police.
2. A group generally hesitates to participate in lawlessness because it lacks leadership and organization.
3. May escalate to a violent mob if aroused by person(s) who assume leadership.
4. May also be triggered into violence by actions of individual law enforcement officers.
5. Some members may try to bait police into committing errors of judgment in order to discredit the department or to further incite the members.

**C. Mob / Riot**

2. A crowd may escalate into a mob if it has been pre-conditioned by media events, aroused by rumors, and inflamed by agitators appealing to emotional level rather than reason.



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3. May be accomplished by a single successful act:
  - a. Violence – i.e., throwing an object at police or damaging other property
  - b. Resistance – i.e., successfully resisting police attempts to move a crowd back or forcibly rescuing a person who was under arrest

**II. USE OF MOUNTED OFFICERS / HORSES FOR CROWD CONTROL**

**A. Advantages**

1. Mounted Officers can see more (Higher platform for observation).
2. Mounted Officers are more easily seen by the crowd.
3. More Effective (One well trained rider and mount is the equivalent of 10 officers on foot).
4. Psychological – Persons who might physically confront ground troops will often do anything to avoid contact with a police horse.
5. Positive Public Image of horse (Compare to ground troops holding batons).

**B. Disadvantages / Difficulties**

1. Preparation time longer
2. Requires a staging area
3. Officers may become targets
4. Communications – hearing / seeing commands



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**III. EQUIPMENT**

**A. Officer**

1. Helmet (Riot / Kevlar)
2. Gas mask (Discussion on CS, CN and OC)
3. Ear com device with portable radio
4. Whistle
5. Portable Public Address System (Bull Horn)
6. Horse baton (Bokan)

**B. Horse**

1. Horse face shield
2. Reins (Split or Roper Style? – Discussion)
3. Discussion on clips used to attach reins to bridle
4. Police ID of some type on horse (blanket with patch or logo, badge, etc.)
5. Reflectors

**IV. O.I.C. / TEAM LEADER RESPONSIBILITIES**

**A. Knowledge**

1. Know the strengths and weaknesses of his/her team
2. Know the limitations of individual team members and doesn't ask more from individual members that they are capable of handling.



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**B. Decision Making**

1. Must be able to analyze the situation, and make rapid decisions.

**C. Communication**

1. Must be able to clearly communicate orders capable of reaching every member of the team.
2. All preparatory commands (movements and formations only) given by the Mounted OIC, may be immediately and simultaneously shouted back by members of the Mounted detail. *(Optional)*.

**D. Commands**

1. Audible
  - a. Audible, verbal commands work best under most circumstances.
  - b. Commands are issued in two-stages; the Preparatory Command and the Command of execution.
  - c. A whistle is a good tool for gaining attention of team for up-coming verbal commands.
  - d. Use of portable radios with an ear communication device and attached hand mike will work well in most settings.
2. Visual
  - a. Required with unusually loud or boisterous crowds
  - b. Raised hand or baton signals:
    - (1) May be used alone or in conjunction with audible commands.
    - (2) Team Leader must be in position to be seen by all team members.



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**V. THE MOUNTED OFFICER AS A CROWD CONTROL TOOL**

**A. Basic Guidelines to Remember**

1. If a horse refuses to enter a crowd alone, he can often be persuaded to enter with another horse.
2. Prior to moving the horses towards the crowd (close proximity), verbal commands to disperse or move must always be given to the crowd.
3. Ground troops should always be deployed with mounted officers.
4. Do not engage in conversation with crowd.
5. Do not reply to taunts or comments made from the crowd towards police.
6. Avoid independent action. Unit Integrity is vital for a successful operation.
7. The formation will only move as fast as the slowest member. (Check alignment).
8. Keep calm – an excited rider results in an excited horse.
9. Do not break formation.
10. As a general rule, no one is allowed through the formation once a dispersal order is given and the unit is in the process of dispersing the crowd.
11. If members of the crowd lie down or sit in the path of advancing riders, we will not ride over them.
  - a. The formation will halt and hold their position.
  - b. Ground troops will pass through the line of horses and remove the seated persons.
  - c. The formation will proceed once these people are removed.



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12. Use only that amount of force necessary to control the situation.

**VI. MOUNTED FORMATIONS REVIEW**

**A. Column of Twos (or Troopers)**

1. Used to get from Point A to point B. Unit must strive to display a disciplined, professional image, which helps to provide an intimidation factor to the crowd.

**B. On Line (Left or Right)**

1. Used to form a "Skirmish Line" to push a crowd straight back. May be formed to the Center, Right, or Left depending upon space available.

**C. Troop Front (Left or Right)**

1. Used to move from a "Column of Twos" (or Troopers) to an "On Line" position at a right or left angle from the original direction of travel.
2. Very useful following a "Crossbow" maneuver

**D. Crossbow (Left, Right or Center)**

1. Used in conjunction with either ground support troops or mounted officers "On Line" and accomplished by passing through the line and then forming either a "Skirmish Line" or a "Troop Front" maneuver to push the crowd in a given direction.
2. May also be used to split a crowd in two and then push them in opposite directions.



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**E. Wheel Movements**

1. Used to push a crowd to the right or left at an intersection or to move the team as a unit at an intersection.

**F. Pincer Movements**

1. Used to rescue a downed officer or to effect an arrest of a hostile subject in a crowd and usually accomplished in concert with ground troops.

**G. Recover or Recall**

1. Used to move from an "On Line" or "Skirmish Line" to a "Column of Twos (or Troopers)" and proceed in a reward direction.

**VII. PRACTICAL APPLICATION – CROWD CONTROL EXERCISE**

**A. Warm-Up Exercise**

1. Appoint team OIC
2. Tack inspection
3. Assign OIC to lead unit in warm-up exercise around the arena in a Column of Troopers (or twos) at the walk & trot
4. Assign OIC to have unit perform the basic formations discussed earlier
  - a. "On Line" (Center, Right & left), "Troop Front" (Left & Right), "Crossbow" (Center, Left & Right), "Wheel" (left & Right) "Pincer" and Recover (or Recall)

**B. Basic Sensory Introduction**

1. Crime Scene Tape (held by two ground support personnel). Officers holding tape will move back upon the advance of the





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horses until it's apparent that the horses can walk through or over the tape.

2. 72" Crowd Control Ball Exercise – Riders and Mounted will take turns working their horses around the ball.
3. Music from a portable stereo radio will be playing in the background as an audible sensory stimulus.

**C. Crowd Control Exercise**

1. The unit will then confront a crowd in the arena. The crowd will offer no resistance and will move back as the horses and riders approach.
2. The unit will confront the crowd again, the second time the crowd will be holding signs, balloons and audible music will be played from a portable radio however the crowd will not yell and will offer no resistance.
3. Once again, the unit will re-group and approach the crowd. This time, the crowd will make a little noise (loud talking level) while holding the signs and playing the music but will again back up when approached by the horses.
4. Finally, the unit will approach the crowd which is now offering measured resistance in the form of yelling, sign and balloon waiving, and will only yield if forced to do so by the horses.
5. The unit, crowd, and instructors will then gather up for a discussion of the scenario.
6. For the last scenario, the crowd will move out to a near-by roadway within the training facility (not a public street). The OIC of the unit will be given a tactical scenario that he must address. The unit will then confront the crowd using the tactics chosen by the OIC. The crowd will offer the same level of resistance as the last scenario in the arena.



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7. Depending upon the outcome of this scenario and time permitting, the unit will confront the same scenario after supportive input / recommendations of the instructional staff.

**Basic Equine First Aid**

**I. INTRODUCTION**

**A. How to evaluate and provide basic care for your equine partner or determine that a veterinarian should be contacted.**

1. Equine First Aid Kit
  - a. Recommended first aid items
2. Vitals
  - a. Normal readings
    - 1.) Rectal Temperature: 99.5 to 100 degrees
    - 2.) Heart Rate: 35 to 45 beats per minute at rest
    - 3.) Respiratory Rate: 10 to 12 breaths per minute
  - b. Abnormal readings
3. Symptoms
  - a. Hives (Urticaria)
  - b. Tying-up Syndrome (Exertional Myopathy or Azoturia)
  - c. Colic
    - 1.) Impaction Colic
    - 2.) Flatulent Colic
    - 3.) Spasmodic Colic
    - 4.) Peritonitis Colic
  - d. Dehydration and heatstroke
  - e. Leg lameness
  - f. Shoulder lameness
  - g. Tendon injuries
  - h. Stings and bites



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3. Procedures
  - a. Medications
  - b. Injections
4. Practical exercises
  - a. Wound care
  - b. Leg wrapping

**B. Evaluations**

1. Course evaluation
2. Individual instructor evaluation

**Mounted Sensory & Obstacle Training**

**I. INTRODUCTION**

**A. The focus of sensory and obstacle training**

1. Allows the horse and rider to develop mutual trust and understanding as they negotiate the various sensory obstacles.
2. Designed to overcome a horse's natural instinct – to flee from "scary" things.
3. Sensory training will also focus on the actions of the rider. The rider's slight movements may cue the horse to be "afraid" of something they encounter. During the course, each rider will be made aware of any observed unconscious actions which may cause them to communicate to their mount that there is reason for them to be afraid.



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**II. THE KEY TO DESENSITIZING A HORSE**

**A. Frequent, repeated exposure to anything that makes them uncomfortable in an environment that is not threatening**

1. There are very few truly "bomb-proof" horses. There are, however, horses that effectively respond to their rider's cue and deal with "scary" things in a calm and safe manner.
2. Future practice on obstacles that proved difficult during the course normally improves future performance.

**B. Behavior qualities on a horse**

1. A flight animal
2. A natural sprinter
3. The fastest response time of any domestic animal
4. Extremely perceptive – highly developed senses
5. Fast learners
6. Good memory
7. Are more quickly desensitized to frightening stimuli than any other animal

**C. Sensory and obstacle training stimuli**

1. Sound (Hearing) – Noise, Music, Unusual Sounds, Can Rattles, Gunshots, Firecrackers, Etc
2. Sight (Vision) – "Car Wash", Tarps, Bright Lights, Reflections, Flags, Etc
3. Smell (Smell) – Flares, Fumes, Smoke, Etc
4. Touch (Tactile) – Tarps, Silly String, Bubbles, "Car Wash" Streamers, Etc



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**D. Methods Of Desensitizing**

1. Flooding
2. Advance and retreat – progressive desensitization

**III. CONTROLLING MOVEMENT OF THE HORSE**

**A. Control of movement is the basis of all training disciplines**

1. Horses accept our dominance when we cause them to move or when we inhibit their movement.
2. When we establish ourselves as the leader, the horse will want to follow our direction.
3. Movement can be controlled in two ways:
  - a. Causing/directing the movement
  - b. Preventing the movement
4. Controlling the flight of the horse controls his mind and establishes human dominance.

**B. Methods to successfully negotiate obstacles**

1. Proceed at a slow pace.
2. Allow the horse to take time to look and smell each obstacle.
3. If the horse appears to be nervous, let him stand still, pat and reassure him.
4. Do not proceed to an obstacle until you are sure that you can control your horse.
5. Hold the reins in both hands.



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6. If, in the student's opinion, the horse cannot safely complete an obstacle they should move to the next obstacle.
7. Do not hesitate to ask the instructors for assistance or advice.
8. Always give the horse "an out" - a safe escape route in the event that he "just cannot handle an obstacle."

**IV. ARENA WARM-UPS**

**V. FORMATION AND EVALUATION OF HORSE AND RIDER**

- A. Serviceable equipment
- B. Appropriate rider attire
- C. Horse physical condition

**VI. INITIAL EVALUATION OF STUDENT MOUNTS AND HORSEMANSHIP SKILLS**

- A. Student mounts will be evaluated as to their suitability for class participation
  1. Freedom from undesirable traits
  2. Serviceably sound
  3. Freedom from apparent disease or injury
- B. Students will be required to demonstrate basic knowledge and horsemanship skills
  1. Proper turnout of horse and rider
  2. Riding skills
    - a. Equitation and riding safety assessment



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- b. Riding movements
  - 1.) Backing-straight line and through cones
  - 2.) Side pass over a pole or row of cones
  - 3.) Turn on the forehand
  - 4.) Turn on the hindquarter
  - 5.) Stopping and standing

**VII. INTRODUCTION OF SENSORY STIMULI AND OBSTABLES**

(Students will utilize knowledge and information gained during introduction and lecture portion of the course to maintain control of their mounts during introduction of stimuli.)

**A. Exposure To Sensory Stimuli – Horses Stationary**

- 1. While standing in a circular formation, the students and horses will be exposed to sensory stimuli. The instructor will approach a horse with stimuli, and hand it to the mounted student. Each student will then pass the stimuli to the next student. Successful performance is defined as the ability to maintain control of the mount and stay in the formation.
  - a. Can rattle
  - b. Bubbles
  - c. Stuffed animals
  - d. Plastic tarp
  - e. Portable radio
  - f. Raincoat
  - g. Baby carriage or wagon with cans, etc
  - h. Flag
  - i. "Silly String" sprayed toward the mount (Avoid the eyes)
  - j. Balloons
  - k. Beach balls
  - l. Frisbee
  - m. Umbrella
  - n. Inflatable toys
  - o. Loud noises



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**C. Exposure To Sensory Stimuli And Obstacles**

1. The student and mount will individually advance to and negotiate each specific stimuli or obstacle. Successful performance requires the ability to maintain control of the horse and negotiate the obstacle.
2. Raised bridge
3. Gate
4. Poles, obstacles, cones, land delineators
5. Walking over a plastic tarp
6. Walking through ground obstacles – balls, styrofoam "popcorn", cardboard boxes or paper bags, foam rubber, and aluminum pie pans
7. Water box
8. Cantilevered bridge
9. Beach umbrella, dummy, large signs and banners
10. "Car Wash" with streamers, flashing lights and plastic tarps
11. Loud music, sound effects, via amplified speakers
12. 6-foot "Battle Ball"
13. Smoke
14. Firecrackers noises
15. Gunshots noises
16. Drag large objects (barrel or tire)
17. Police vehicles with siren/flashing lights, air horns





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18. Walk through tires
19. "Trash Drag" (pull bag filled with bottles and cans)
20. Helicopter

**VIII. NEGOTIATING COURSE WITH MULTIPLE OBSTACLES AND STIMULI**

**A. Review Of Safety Rules And Safety Requirements**

**B. Performance Standards**

1. Each student will negotiate the designated course under the direct supervision of an instructor.
2. Successful performance of this portion of the course is predicated on the ability of the student to direct and control his mount, and the ability of the horse to safely negotiate each obstacle and sensory stimuli.

**Mounted Baton / Defensive Tactics**

**I. INTRODUCTION**

**A. Purpose of Course**

1. To introduce the Mounted Baton and its use to the mounted officer.
2. To review defensive tactics and baton retention techniques
3. Legal definition
  - a. Horse baton
  - b. Defensive weapon

**II. HISTORY OF MOUNTED BATON**

**A. Bokken (Mounted Police Baton)**



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**A. Bokken (Mounted Police Baton)**

1. Wooden Samurai Sword
2. Training weapon of the Samurai
3. Lethal weapon in its own right

**III. THE HORSE BATON**

**A. Types of acceptable batons**

1. Size
  - a. 40 inches point to hilt
  - b. Standard to industry
2. Material
  - a. Hardwood
    - 1). Hickory
    - 2). White Oak
    - 3). Cocobolo
    - 4). Other
3. Serviceability
  - a. Cracks
  - b. Splinters
  - c. Point

**B. Review of Nomenclature**

1. Blade
2. Back / spine
3. Point



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4. Butt / hilt
5. Grip
6. Grommet
7. Sides

**C. Acceptable Striking Surfaces**

1. Blade
2. Butt

**D. Use of Force Policy**

1. Escalation of Force
  - a. Baton
2. Reporting policy
  - a. Department Policy

**E. Striking Areas**

1. Primary targets
  - a. Shoulder
  - b. Upper arm
  - c. Elbow
  - d. Wrist
  - e. Hands
  - f. Knee
  - g. Forearm
  - h. Buttocks
2. Secondary targets
  - a. Chest
  - b. Rig Cage



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- c. Upper back
- d. Rear thigh
- 3. Non-target areas
  - a. Head
  - b. Neck
  - c. Spine
  - d. Solar plexus
  - e. Groin
  - f. Coccyx
  - g. Kidney area

**F. Drawing the Baton**

- 1. Overhand or Saber Draw
  - a. To the ready
  - b. Port arms
- 2. Underhand draw
  - a. To the rest
- 3. Baton recovery
- 4. Commands
  - a. "Saber draw to the ready"
  - b. "Draw!"
  - c. "Prepare to recover"
  - d. "Recover!"

**G. Strikes**

- 1. Four general area strikes
  - a. 45 degree angle downward strikes
    - 1) Front left
    - 2) Front right



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- 3) Rear left
- 4) Rear right

- 2. Hilt jab
- 3. Underhand strike

**H. Defensive Tactics /Baton Retention**

- 1. Un-armed (without baton)
  - a. Wrist deflection
    - 1) Right
    - 2) Left
  - b. Overhand wristlock to saddle
    - 1) Right
    - 2) Left
  - c. Two hand wristlock
- 2. Armed (with baton)
  - a. Overhand wristlock from ready
    - 1) Strong hand
  - b. Hilt jab
    - 1) Primary target areas
- 3. Hind block
  - a. Used when leg or boot is grabbed by suspect
  - b. Opposite leg used to cue horse to turn on hind into suspect
- 4. Forward / reverse kicks
  - a. Used by some departments



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- b. Not recommended
  - 1) Rider balance concern

5. Fist jab / punch

- a. Target areas
  - 1) Face
  - 2) Head
  - 3) Hands

**I. Proper Seat and Balance**

- 1. Tri Point Seat
  - a. Roll hips forward – center post
  - b. Push feet apart in stirrups
  - c. Divide weight to seat and stirrups
- 2. Triangle of Advantage
  - a. Working area around saddle horn
- 3. Body movement during strikes
  - a. Upper body rotation
  - b. Foot rotation in stirrups

**J. Care of Baton**

- 1. Inspection
  - a. Serviceability
- 2. Finish
  - a. Light wood oil
- 3. Storage



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- a. Protective case
- b. Dark, cool, dry environment
- c. Treat the baton with due care for years of reliable service.

**COURSE CONCLUSION**

**I. REVIEW OF COURSE INSTRUCTION**

**A. Discussion / Roundtable**

**B. Evaluations**

1. Course evaluation
2. Individual instructor evaluation



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*Chad Bianco, Sheriff-Coroner*

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# **Self Defense & Tactical Communication for Non-Sworn Government Employees**

## **Expanded Course Outline**

**RSD# 2011002**



# **SELF DEFENSE & TACTICAL COMMUNICATION FOR NON-SWORN GOVERNMENT EMPLOYEES**

## **COURSE OUTLINE**

### **I. INTRODUCTION**

- A. Instructors / Students
  - 1. Course Introduction
  - 2. Course Content
  - 3. Methodology
  - 4. Techniques
- B. Facility Layout
  - 1. Lecture Facility
  - 2. Location for practical applications
  - 3. Locations of first aid supplies, water and restrooms.

### **II. COURSE SAFETY ORIENTATION/WARM-UPS**

- A. Safety Guidelines
  - 1. Report of any medical limitations by students
  - 2. Report of any injuries during class
  - 3. Limit activities to techniques being presented
  - 4. Begin with slow application of techniques
  - 5. Do not resist your partner
  - 6. Briefing on hazards of training site
    - a. No firearms allowed in training environment
    - b. No chemical agents allowed in training environment
    - c. No live ammunition in training environment

### **III. CLASS EXERCISES /STUDENT EVALUATION**

- A. Overview/Student Demonstration of Techniques
  - 1. Minimum standards of performance will be evaluated by an instructor observing the student during performance of the technique or exercise.
  - 2. If the student does not meet minimum standards, individual remediation will be given until the standard is met.

### **IV. POLICIES AND LEGAL ISSUES IN SELF DEFENSE**

- A. Legal Issues
  - 1. Agency Policies
  - 2. Liability and vicarious liability
  - 3. Justification and Documentation

## **V. USE OF FORCE CONSIDERATIONS**

- A. Psychological and Physiological Aspects of Use of Force
  - 1. Emotional aspects of a Physical Confrontation
  - 2. Fear and Anger Management
- B. Use of Force Model
  - 1. Force assessment
  - 2. Suspect's actions defined
  - 3. Situational use of force model
  - 4. Justification/What exactly did the suspect do that caused you to use a particular level of force?
- C. Intervention
  - 1. Situations requiring intervention
  - 2. Intervention techniques
  - 3. Legal basis for intervention

## **VI. SITUATIONAL AWARENESS / AVOIDING CONFRONTATION**

- A. Action VS. Reaction
  - 1. Personal Space / Reactionary Gap
  - 2. Body Position and Divided Attention
- B. Threat Indicators
  - 1. Warning Signs and Threat Indicators
  - 2. Verbal and Non-Verbal Indicators
- C. Situational Awareness
  - 1. Avoiding Tunnel Vision
  - 2. Perception vs. Reaction
  - 3. Avenues of Escape
  - 4. Cover and Concealment

## **VII. VERBAL COMMANDS**

- A. Whenever you tell someone to do something you should be:
  - 1. Lawfully justified in what you have said
  - 2. Prepared to back up what you say
  - 3. Certain about how you will back it up

- B. When you speak you want to give thought to what you say.
  - 1. Be clear.
  - 2. Be concise.
  - 3. Be professional.
- C. Verbal Abuse
  - 1. Do not ridicule a suspect/this can provoke a fight.
  - 2. Do not come on too strong/this can cause an emotional response.
  - 3. Both of these can lead directly to conflict.
  - 4. Do not use profanity.

## **VIII. BODY PHYSICS AND DYNAMICS**

- A. Basic Principles of Body Mechanics
  - 1. They form the foundation of all Self Defense techniques.
  - 2. They increase an officer's ability to control a confrontation.
  - 3. They decrease the chances of injury.
- B. Four main components of body mechanics create the "Pyramid Concept":
  - 1. Wide base
  - 2. Deep base
  - 3. Low center
  - 4. Head over center
- C. Basic Principles of Dynamic Movements
  - 1. Tense muscles cannot engage in dynamic movements.
  - 2. The officer needs to remain relaxed.
  - 3. Tension or pain, after a dynamic movement, will create trauma to control the suspect.
  - 4. If the suspect feels pain, the purpose of that pain is to elicit cooperation.
  - 5. The amount of tension or pain the suspect experiences will depend on what type of force is applied.

## **IX. BODY BALANCE/STANCE/MOVEMENT PATTERNS**

- A. Basic Elements of all Stances
  - 1. Mental Balance
  - 2. Physical Balance
  - 3. Stability
  - 4. Mobility
  - 5. Protection

- B. Stances
  - 1. Interview stance
  - 2. Horse stance
  - 3. Front stance
- C. Positioning
  - 1. Interview Position
  - 2. Position of advantage
  - 3. Contact and cover positioning
- D. Footwork and Movement
  - 1. Shuffle-step
  - 2. Progressive shuffle
  - 3. Shuffle pivot
  - 4. Progressive pivot
  - 5. Normal pivot
- E. Break Falls Forward and Rear
  - 1. Breaking the Fall
  - 2. Avoiding Injury
  - 3. Guarding from the ground
  - 4. Tactical standing to Self Defense Stance

## **X. PERSONAL BODY WEAPONS**

- A. Jab or Cross Strike
  - 1. Mechanics of the technique/exercises
  - 2. Closed or open hand
  - 3. Weak hand (jab) strike
  - 4. Strong hand (cross) strike
- B. Hook Strike
  - 1. Mechanics of the technique/exercises
  - 2. Palm facing inward or down
  - 3. Foot placement
  - 4. Weight distribution
  - 5. Non-striking hand position during the technique
- C. Uppercut Strike
  - 1. Mechanics of the technique/exercises
  - 2. Foot placement
  - 3. Weight distribution

- D. Elbow Strikes
  - 1. Mechanics of the technique/exercises
  - 2. Foot placement
  - 3. Weight distribution
  - 4. Figure 8 pattern, upward or cross body elbow strikes
- E. Knee Strikes
  - 1. Mechanics of the technique/exercises
  - 2. Both knees can be used
  - 3. How to control the suspect's body while delivering the strike
- F. Front Push Kick
  - 1. Mechanics of the technique/exercises
  - 2. Delivered with weak side leg
  - 3. Allows officer to stay in a good self defense stance after kick
- G. Roundhouse Kick
  - 1. Mechanics of the technique/exercises
  - 2. Delivered with either leg
  - 3. Allows officer to keep hands free to protect themselves

## **XI. BLOCKING AND PARRYING**

- A. Hands up to Guard head and face
- B. Parrying the attack, stepping offline

## **XII. JOINT MANIPULATION TO GAIN CONTROL**

- A. Wrist turn in
  - 1. Mechanics of the technique
  - 2. Weight transfer and balance
- B. Wrist turn out
  - 1. Mechanics of the technique
  - 2. Weight transfer and balance
- C. Arm Bar
  - 1. Mechanics of the technique
  - 2. Weight transfer and balance

### **XIII. GROUND CONTROL / RECOVERING TO STANDING**

- A. Body positioning
  - 1. Side mount
  - 2. Top mount
  - 3. Guard
  - 4. Back mount
- B. Escape from the guard position / Controlling from the guard
  - 1. Up & Roll
  - 2. Suspects guard to standing
- C. Choke escapes
  - 1. Standing
  - 2. Seated

### **XIV. TACTICAL COMMUNICATION**



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# **Law Enforcement Officers Flying While Armed**

## **Expanded Course Outline**

**RSD# 2003016**

# Law Enforcement Officers Flying Armed

## OUTLINE

### I. DESCRIPTION:

1. The TSA Law Enforcement Officers (LEOs) Flying Armed Course is required under Title 49 Code of Federal Regulations (CFR) part 1544.219 (1) (iv) for all LEOs, who have a demonstrated operational need to fly armed onboard US commercial aircraft. This course provides the students with the rules, regulations, and requirements placed on armed LEOs by the CFR. This course also covers Riverside County Sheriff's Department Procedures for Extraditions.

### II. TERMINAL PERFORMANCE OBJECTIVE:

1. LEOs with a demonstrated operational need to fly armed, will comply with all regulatory requirements and procedures, in accordance with applicable sections of Title 49 CFR part 1544.

### III. ENABLING PERFORMANCE OBJECTIVES:

1. Identify the regulations and procedures pertaining to LEOs flying armed.
2. Demonstrate the proper procedures for armed LEOs in the airport and onboard the aircraft.
3. Understand the duties and responsibilities of the Pilot in Command (PIC), Federal Air Marshals (FAMs), Federal Flight Deck Officers (FFDOs), and crewmembers.
4. Describe LEO considerations for taking action during an act of air piracy or crime of violence on board a commercial aircraft in flight.
5. Demonstrate the proper procedures for armed LEOs while escorting prisoners in the airport and onboard the aircraft.
6. Demonstrate the proper handling of firearms and other weapons for armed law enforcement officers in the airport and onboard the aircraft.

### IV. RIVERSIDE COUNTY EXTRADITION PROCESS:

1. Payroll procedures / guidelines
2. County Travel Policy
  - a. Sharing Rooms
  - b. Meal / Tips
3. Department requirements
4. Types of extraditions
  - a. Waiver
  - b. Governor's Warrant
  - c. I.A.D. (Interstate Agreement on Detainers)
  - d. Extraditing a female



5. RSO forms
  - a. Deputy Checklist
  - b. Form 14
  - c. Vehicle Itinerary Form
  - d. Supplemental Documents List
  - e. Oath of Allegiance
  - f. State Agent Expense Claims
6. Extra day extradition
7. Misc. extradition problems
8. Airport Procedures
9. What do I do if I get stuck



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# **Community Service Officer Academy**

## **Expanded Course Outline**

**RSD#2012009**

**RIVERSIDE COUNTY SHERIFF'S DEPARTMENT  
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**COMMUNITY SERVICE OFFICER ACADEMY**

RSD #: 2012009

**EXPANDED COURSE OUTLINE**

**I. Ethics / Behavior**

A. Ethics / Behavior

1. Principal and terminology of ethics
2. Aspect of Ethics
3. Principles of public ethics
4. Personal ethics
5. Integrity
6. Ethical obligations of Community Service Officers
7. Unethical / unprofessional conduct

**II. The Law**

A. Introduction to Law

1. Definition of crimes
  - a. elements of a crime
  - b. misdemeanor crimes
  - c. felony crimes

B. Parties to a Crime

1. Principle
2. Accessory
3. Accomplice

C. Crimes Committed

1. Petty / grand theft defined
2. Burglary defined
3. Auto theft defined
4. Vandalism defined
5. Miscellaneous misdemeanors

**III. Court System**

A. Document Process

1. Disposition of vehicle citation

B. Obligations of Issuing Officer

1. Courtroom appearance
2. Officer testimony

**IV. Courtroom Testimony**

A. Pre-Trial Preparation

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1. Review notes and reports
2. Contact case District Attorney
3. Re-examine all evidence
- B. During a Trial
  1. Courtroom Conduct
    - a. appropriate dress
    - b. professional demeanor
    - c. answering questions
- C. Testifying in Specific Situations
  1. The 1538.5 motion
    - a. "articulable suspicion"
  2. "Based on my Training and Experience"
    - a. ability to explain what in training and experience is relevant
- D. Inadmissible Statements
  1. Miranda
  2. Simple hearsay
  3. proposition 115 preliminary hearings

**V. Municipal Codes / Vehicle Codes**

- A. Importance of enforcing municipal codes
- B. Importance of enforcing vehicle codes
  1. Public parking violations
  2. Special circumstances violations

**VI. Crime Scene Investigation / Evidence Collection**

- A. Chain of Evidence
  1. Legal responsibilities
  2. Proper documentation
- B. Identifying and Preserving Evidence
  1. Crime scene search techniques
  2. Collection of evidence
    - a. photos
    - b. packaging
    - c. sketching
    - d. fingerprinting

**VII. Weapon Familiarization**

- A. Safety Brief
- B. Firearms Safety, How to make a safe firearm.  
(Non-Operable Firearms)

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1. Revolver
2. Semi-automatic handgun
3. Remington 870's
4. Patrol Rifle
- C. Remington 870 Disassembly/Reassembly
  1. Barrel assembly
  2. Fore grip
  3. Bolt
  4. Receiver
- D. Function Check Patrol Rifle Disassembly/Reassembly
  1. Upper Receiver
  2. Lower Receiver
  3. Bolt Group
- E. Function Check Weapons Cleaning
  1. Safety
  2. Lubricants
- F. Cleaning gear Student Assessment
  1. Student will explain the three safety rules.
  2. Student will disassemble /reassemble the Patrol Rifle.
  3. Student will disassemble /reassemble the 870 shotgun.
- G. Weapons Handling Demonstration (Non-Operable Firearms)
  1. Revolver – semi-automatic handgun
  2. Shotgun – long rifle
- H. Weapon Inspection
  1. How to clear “primer-less” ammunition from weapon
- I. Weapons Breakdown
  1. Slide assembly
  2. Barrel assembly
  3. Recoil spring and guide assembly
  4. Receiver assembly
  5. Magazine assembly
- J. Cleaning and Lubrication of weapons

**VIII. Radio Techniques**

- A. Types of radio communications
  1. Hand-held radio or HT
  2. Fixed radio
  3. MDC
- B. Radio Transmission
  1. General guidelines for speaking
  2. Frequent radio transmissions
  3. Phonetic alphabet
  4. Priority radio traffic

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- C. 10 & 11 codes / emergency traffic
  - 1. 11-10
  - 2. 11-11
  - 3. 11-99
- D. Radio call categories
  - 1. Priority 1-4

**IX. Civil Liability / Internal Investigation Process**

- A. Types of Lawsuits
  - 1. Traffic accidents
  - 2. Use of Force
  - 3. Property Damage
- B. Civil vs. Criminal Law
  - 1. Outline of civil rights and types of liability
  - 2. Tort claims and claim time limits
  - 3. Defense of the lawsuit
  - 4. Employee responsibility and accountability
- C. Personnel Investigations
  - 1. Civil liability
  - 2. Investigative responsibility
  - 3. Peace Officer Bill of Rights
  - 4. The role of representation
  - 5. Questions

**X. Basic Driver Awareness**

- A. Vehicle Inspection
  - 1. General appearance
  - 2. Tires
  - 3. Wheels
  - 4. Lights
  - 5. Trunk
  - 6. Body Damage
  - 7. Interior
  - 8. Listen for unusual sounds
- B. Basic Driving Principles
  - 1. Weight Transfer
  - 2. Steering Control
  - 3. Throttle Control
  - 4. Speed judgment
  - 5. Brake Application
  - 6. Roadway Position
- C. Defensive Driving
  - 1. Defensive Drivers

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- 2. Dangerous Driver Attitudes
- 3. Collision Avoidance
- 4. Occupant Safety Devices
- 5. Vehicle Dynamics
- D. Maneuvering Course Exercise
  - 1. Offset Lane Exercise
  - 2. Turn-Around Maneuver Exercise
  - 3. Steering Course Exercise
  - 4. "T" Driveway
  - 5. Parallel Parking Exercise
- E. Collision Avoidance Exercise
  - 1. Collision Avoidance Exercise

**XI. Chemical Agent Training**

- A. Characteristics and Effects
- B. When to Apply
- C. Tactics and Techniques
- D. First Aid
- E. Application
- F. Personnel Exposure

**XII. First Aid / CPR**

- A. Orientation to E.M.S.
- B. Peace Officer Duties at the Scene
- C. Communicable Diseases
- D. Techniques of Primary and Secondary Survey
- E. Factors and Techniques for Moving an Injured Person
- F. First Aid for Open Wounds
- G. First Aid for Shock Patients
- H. Bandaging Techniques and Equipment
- I. First Aid for Specific Injuries
  - 1. Injuries to the eye
  - 2. Head and facial injuries
  - 3. Chest and abdominal injuries
  - 4. Impaled objects
- J. First Aid for Bone and Joint Injuries
- K. Medical Emergencies Related to Substance Abuse
- L. Recognition and First Aid for Head Injuries
- M. Recognition and First Aid for Diabetic Emergencies
- N. First Aid for Seizures and Stroke Victims

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- O. First Aid for Cardiac and Respiratory Emergencies
- P. First Aid for Environmental Emergencies
- Q. Stage of Labor, Child Birth, and Post-Delivery Treatment
- R. Child Birth Emergencies
- S. Standards for CPR and Emergency Cardiac Care
- T. Scenarios
  - 1. Practical Application / Performance Exercises
- U. Test

**XIII. Defensive Tactics**

- A. Personal Body weapons
  - 1. Palm, elbow, and knee strikes
- B. Search Techniques
  - 1. Search precautions
  - 2. Standing search
- C. Restraining Techniques
  - 1. Handcuffing
  - 2. Transporting
- D. Break-fall techniques
  - 1. Learn how to break ones fall if put off balanced
- E. Practical Applications

**XIV. Traffic Collision Scene Management**

- A. Traffic Control
  - 1. Re-routing traffic
  - 2. Emergency traffic control equipment
- B. How to Direct Traffic
  - 1. Hand signals
  - 2. Directing traffic using a flashlight
- C. Flare Patterns to control traffic flow

**XVII. Basic Traffic Collision Investigation**

- 1. Introduction and Orientation
  - A. Course Goals and Objectives
  - B. Required Texts and Material
  - C. Overview
    - 1. Injury and death
    - 2. Economic impact
    - 3. Volume of accidents
    - 4. Education / Engineering / Enforcement



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- 5. Civil vs. Criminal
- D. Legal Reference

2. Collision Investigation Reporting Procedures

- A. Reporting Requirements
  - 1. Individual department's requirements
  - 2. Reporting forms
  - 3. Classification of reporting
- B. Definition and Terminology
  - 1. Accident or Collision
  - 2. Classification of injuries
  - 3. Deliberate intent
  - 4. Hazardous material (353 CVC)
  - 5. Highway and Street (360 CVC and 590 CVC)
  - 6. In Transport
  - 7. Intersection (365 CVC)
  - 8. Motor Vehicle (415 CVC)
  - 9. Other parties
  - 10. On-duty emergency vehicle (Special conditions / insurance exemption)
  - 11. School bus accident
  - 12. Tow away
  - 13. Witness
  - 14. Functions of traffic collision reports
  - 15. Report writing

3. Accident...Related Traffic Laws

- D. Penal Code
- E. California Vehicle Code
- F. Streets and Highway
- G. Civil Liabilities of Officers
- H. Vehicle Impound / Storage
- I. Staged Collision / Insurance Fraud
- J. Search and Seizure

4. Accident Investigation Procedures

- A. Responding to the scene / planning
- B. Protection of the scene

**XV. Report Writing**

- A. Purpose of a Report
  - 1. Documentation
  - 2. Follow-up investigation
- B. Components of Quality Report

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1. Proper word choice
  2. Grammar
  3. Fluency
- C. Report Writing Exercise
1. Report writing scenarios
  2. Report writing feedback process



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# **Mounted Posse Evaluator Course**

## **Expanded Course Outline**

**RSD#2012008**

**Riverside County Sheriff's Department**  
**Evaluator Course**  
**February 18, 2014**

**EXPANDED COURSE OUTLINE**

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Course Description and Objectives

The Evaluator's Course is designed to teach qualified posse members the various aspects and responsibilities of being a Riverside County Sheriff's Mounted Posse evaluator.

The goal of this course is to provide students with the basic principles and requirements of evaluating posse horses for qualifications

Learning Objective: This course is designed to provide the students with the knowledge and skills necessary to be a fair and consistent evaluator.

Introduction

- A. Purpose, Objectives and Class Overview
  - 1. Purpose of Qualifications
  - 2. Evaluator Requirements
  - 3. Safety
  - 4. Liability
  - 5. Skills Tested
  - 6. Scoring
  - 7. Practical Application
- I. Purpose of Qualifications
  - 1. Department Standard
  - 2. Consistency
  - 3. Responsibility
  - 4. Safety
- II. Evaluator Requirements
  - 1. P.O.S.T. 40 Hour Basic Mounted Course
  - 2. Recommendation of completion of P.O.S.T. 40 Hour Instructor Development Course
  - 3. Availability
- III. Tack and Safety Inspection, Safety Protocol for Evaluators
  - 1. Grooming
    - a. Presentable to Public
    - b. Healthy & Sound
    - c. Department Guidelines

**Riverside County Sheriff's Department**  
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**EXPANDED COURSE OUTLINE**

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2. Tack & Safety
  - a. Proper Equipment
  - b. Clean and in good condition
3. Rider Equipment
  - a. Riding Boots
  - b. Appropriate headwear
4. Safety Guidelines for Evaluator
  - a. Safety Officer
  - b. Vest
  - c. Whistle
  - d. Medical Supplies
  - e. Contact Information

**IV. Skills Tested**

1. Mounting
  - a. Mount one time from either side from ground without assistance
  - b. Aide can be used as long as it can be attached to saddle and taken with rider.
  - c. Aide must be approved by liaison.
  - d. Flexibility of horse and rider to adapt to different situations.
  - e. Rider's ability to mount without assistance.
  - f. Mandatory Pass Section.
2. Stand Quiet for One Minute
  - a. Horse must stand quietly.
  - b. Rider calmness and horse calmness.
3. Blow Whistle
  - a. Horse stands calmly while whistle is blown for minimum of 3 seconds
  - b. Rider must maintain control while mounted.
  - c. Horse calmness to sensory exposure.
4. Flare Pattern
  - a. Ride through 5-10 flares in straight line in arena.
  - b. Ride in and out of flare pattern in both directions.
  - c. Horse calmness to sensory exposure.
  - d. Horse adaptability.
5. Sheriff's Unit Siren
  - a. Ride and stop within 10 feet of Sheriff's unit operating red lights and siren.
  - b. Horse to remain under control for minimum of 15 seconds.
  - c. Horse calmness to sensory exposure.
  - d. Rider and horse communication skills.

**Riverside County Sheriff's Department**  
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6. Gate
  - a. While mounted horse and rider approach, open, walk through and close gate, maintaining control.
  - b. Rider must maintain hand contact with gate throughout exercise.
  - c. Rider to maintain control for 3 seconds after they close gate.
  - d. Maneuverability of horse.
  - e. Side passing.
  - f. Horse to turn on front or rear in tight area.
  - g. Fine movements in a tight area.
7. "L" Shaped Obstacle
  - a. Turn and back through "L" Shaped obstacle, 36" W and 10'L.
  - b. Rider should be utilizing leg cues.
  - c. Stepping on logs but not over logs is permissible.
  - d. Show skill maneuverability of horse.
  - e. Turning in tight environment.
  - f. Backing in straight line.
  - g. Horse and rider communication skills.
8. Step Overs
  - a. Walk over 3 logs or similar obstacles spaced about 32" apart and one 18" step over.
  - b. Rider and horse communication skill.
  - c. Horse reaction to foreign object.
  - d. Basic trail skill.
9. Tarp.
  - a. Walk quietly over tarp on ground.
  - b. Horse calmness to sensory exposure.
  - c. Horse and rider communication skills.
10. Wooden Bridge
  - a. Walk across a wooden bridge at least 6'L x 3'W with cones on side.
  - b. Horse and rider communication skills.
  - c. Horse reaction to foreign object.
  - d. Basic trail skill.
11. Water
  - a. While mounted walk across 8' of still water.
  - b. Horse and rider communication skills.
  - c. Horse reaction to foreign object.
  - d. Basic trail skill.
12. Side Pass
  - a. Side pass horse in both directions.
  - b. Maneuverability of horse.

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13. Hindquarter Turns
  - a. Turn on hindquarter 180 degrees right & left.
  - b. Horses feet to remain in 2' diameter circle.
  - c. Basic trail skill.
  - d. Maneuverability of horse.
  - e. Horse and rider communication skills.
  - f. Turning in tight environment.
14. Forehand turns
  - a. Turn on forehand 180 degrees right & left.
  - b. Horses feet to remain in 2' diameter circle.
  - c. Basic trail skill.
  - d. Maneuverability of horse.
  - e. Horse and rider communication skills.
  - f. Turning in tight environment.
15. Lead Horse
  - a. Lead horse at a walk and trot on command.
  - b. Ground skills, be able to move horse on ground with bit.
  - c. Basic trail skills
16. Drag
  - a. While dismounted, pick up drag line, remount and pull 70 pounds for about 100 ft.
  - b. Basic trail skill.
  - c. Maneuverability of horse.
  - d. Horse and rider communication skill.
  - e. Horse reaction to foreign object.
17. Have Horse Ponied
  - a. Have own horse ponied through a figure eight.
  - b. Basic trail skill.
  - c. Horse adaptability.
  - d. Horse calmness.
  - e. Horse social attitude.
18. Pony Another Horse
  - a. Pony a second horse through a figure eight.
  - b. Basic trail skill.
  - c. Horse adaptability.
  - d. Horse calmness.
  - e. Horse social attitude.

**Riverside County Sheriff's Department**  
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**EXPANDED COURSE OUTLINE**

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19. Horsemanship Skills
  - a. Mounted, walk, trot and canter on command.
  - b. Basic riding skills.
  - c. Horse and rider communication skills.
  - d. Maneuverability
20. Rain Coat
  - a. Put rain coat on while on ground standing directly in front of horse while maintaining control of horse.
  - b. Mount horse and remove raincoat while maintaining control of horse.
  - c. Basic trail skill.
  - d. Horse and rider communication skills.
  - e. Maneuverability of horse.
  - f. Horse reaction to foreign object.
21. Parade Flag
  - a. Carry a parade flag in upright position at a walk and trot while mounted.
  - b. Horse calmness to sensory exposure.
22. Bag of Cans
  - a. Shake a bag full of empty cans for 30' keeping the horse under control at the walk.
  - b. Cans must be loose in bag to make noise.
  - c. Horse calmness to sensory exposure.
  - d. Rider and horse communication skill.
23. Stroller and Umbrella
  - a. Walk around horse with stroller and umbrella.
  - b. Horse remains calm.
  - c. Horse calmness to sensory exposure.
  - d. Rider and horse communication skill.
24. Gunfire
  - a. Expose horse and rider to simulated gunfire.
  - b. Utilize blank rounds and conduct training in open area.
  - c. Horse calmness to sensory exposure.
  - d. Horse and rider adaptability.
  - e. Rider Control.
  - f. Mandatory Pass Section.
25. Trailering
  - a. Load horse in ramp or step up horse trailer.
  - b. Use opposite trailer than what horse arrived in.
  - c. Horse adaptability to be rapidly loaded and moved in various trailers.



**Riverside County Sheriff's Department**  
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**V. Scoring**

- a. 25 Items worth 4 points each
- b. 80%/80 points to pass
- c. Three attempts should be allowed to complete each obstacle.
- d. Members must qualify on each horse he/she intends to use for Posse.
- e. If a member fails to pass with 80% and has to attempt qualifications again, they must complete the entire course on another qualification date.
- f. Each posse troop may add testing items specific to their individual operation upon the approval of the Station/Bureau Commander, or designee.
- g. Signatures on qualification sheets.
- h. Notes

**VI. Liability**

- a. Department Posse Manuel
- b. Department Liability
- c. Personal Liability

**VII. Practical Application**

- a. Two volunteers will ride horses through qualifications.
- b. Students will evaluate riders for qualifications.
- c. Discussion about evaluations.



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**Tactical Response Rescue**

**Expanded Course Outline**

**RSD# N/A**

# Tactical Response Rescue

## Expanded Course Outline

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### I. Course Overview

#### A. Instructor and student introductions

##### 1. Objectives of the course

- a) Introduce principles of tactical EMS response
- b) Introduce Tactical Emergency Casualty Care (TECC)
- c) Introduce Rescue Task Force (RTF) Operations
- d) Define cold, warm and hot zones during a mass casualty incident

##### 2. Expectations from the course

- a) Instructors
- b) Students

### II. History of Active Shooter Incidents

#### A. National

- 1. Columbine High School – Littleton, CO.

### III. Limitations of Active Shooter Tactics

#### A. International vs. domestic terrorism tactics

- 1. What are the differences?
- 2. Do we train for these differences?
- 3. Suicide bombers

#### B. Stages of an attack

- 1. Pre – attack building blocks
- 2. Attack building blocks
- 3. Responses to each stage and expected outcome

# **Tactical Response Rescue**

## **Expanded Course Outline**

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### **C. Application of Lessons Learned**

1. Suspects behavior unpredictable
2. Pre-incident signs existed
3. Occurred in target rich environments
4. First responders generally not outgunned
5. Lacked training in engaging an active shooter
6. Tactical / SWAT intervention too late
7. Introduction of Warm Zone Rescue
  - a) Rescue Task Force Deployments
  - b) What is a rescue task force?
  - c) What is the relationship between LE and Fire personnel during these deployments

### **IV. Law Enforcement / School / Business Partnerships**

#### **A. School priorities**

1. Protect the lives of children, teachers, and staff
2. Have a crisis management team and detailed school safety plan
3. Provide follow-up counseling to children, teachers, and staff

#### **B. School or business procedures**

1. Must address a variety of threats
  - a) Required safety plans
2. Have mutually agreed upon procedures
  - a) Shelter in place (Barricade)
  - b) Evacuations
  - c) Engaging or confronting suspect(s)
    - (1) Improvised Weapons

# Tactical Response Rescue

## Expanded Course Outline

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3. There must be training and exercises
4. Conflicts between school / business and police / fire response

### V. Resolution of Active Shooter Incident

#### A. Most likely by

1. Civilian
2. First on scene law enforcement personnel

#### B. Police priorities (tactical response)

1. Capture / neutralize suspect (eliminate the threat)
2. The lives of those in proximity of shooter
3. The lives and safety of citizens in the area
4. Safety of fellow deputies

#### C. Fire priorities

1. Provide point of wound care to victims
2. Evacuate victims to Casualty Collection Point (CCP)
  - a) An area that has been determined to have both cover and concealment and will function as the drop off point for victims

### VI. Terms, Definitions, Policies, and Procedures

#### A. Rapid deployment (LE response)

1. Swift and immediate deployment of personnel in crisis situation
2. Delayed deployment could result in death or injury to innocent person(s)
3. Goal of rapid deployment is to gain control, contain, neutralize threat(s) if necessary, and bring order to the situation

#### B. Dynamic / static situations

1. Situation is evolving rapidly along with suspect's actions
2. Situation not evolving or in motion, suspect is contained

#### C. Time line of violence / incident

# **Tactical Response Rescue**

## **Expanded Course Outline**

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1. Period of time from the suspect's first violent action until their action is stopped or they transition to another activity
2. Point in the incident where the active shooter stops their violent actions

### **VII. First on Scene Responsibilities**

- A. Collect information
- B. Analyze information and identify incident type
  1. Active shooter
  2. Barricaded suspect
  3. Domestic or international terrorism
  4. Other criminal activity
- C. Formulate response plan for incident type
  1. Rapid deployment
  2. SWAT
  3. HDT
  4. HNT
  5. FIRE / EMS
  6. Other specialized units or teams
- D. Establish command post and need for
  1. Unified Command
  2. ICS
  3. NIMS / SEMS
- E. Maintain communication
  1. School or business representative
  2. Contact and Rescue Task Force
  3. Dispatch

# **Tactical Response Rescue**

## **Expanded Course Outline**

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- 4. Supervision
- 5. Other agencies
- F. Locate victims, isolate from danger, remove if possible
  - 1. Maintain communication
  - 2. Transition issues after deployment
- G. Continual analysis of situation
  - 1. Warm Zone Rescue Task Force Response
- H. Evacuations
  - 1. Escort fire personnel
    - a) Triage
    - b) Evacuations
- VIII. Demonstration of Tactics (dry runs)
  - A. Contact and Rescue Task Force movements
    - 1. Open areas
    - 2. Approaching buildings
    - 3. Hallways
    - 4. Around corners
    - 5. Stairwells
  - B. Room entries
    - 1. Breaching tools
    - 2. Fatal funnel
    - 3. Distraction techniques
    - 4. Types of entries
      - a) Criss-cross method
      - b) Step in – button hook

# **Tactical Response Rescue**

## **Expanded Course Outline**

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- c) Open door
- d) Closed door

### **C. Cover and concealment**

- 1. Use of movement

## **IX. Practical Field Exercises**

### **A. Conduct initial safety briefing to all participants as a group**

- 1. Students
- 2. Role-players
- 3. Instructors

### **B. Conduct safety searches**

- 1. Students
- 2. Role-players
- 3. Instructors
- 4. Facility

### **C. Equipment and weapon check out procedures**

### **D. Identify role-player, task force, and logistical safety officers**

### **E. Divide students into Rescue Task Force**

### **F. Pre-scenario**

- 1. Issue equipment and safety gear to team from logistics officer
- 2. Identify scenario to be used
  - a) Confirm with role-player safety officer
  - b) Confirm with task force safety officer
- 3. Provide scenario briefing to task force and role-players
  - a) Identify special needs or issues for safety officer
  - b) Identify expected outcomes with



# **Tactical Response Rescue**

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- (1) Role players
  - (2) Safety officers
  - (3) Evaluators
- 4. Final review of safety procedures with Rescue Task Force
- 5. Cease fire procedures
- G. Initiating Scenario
  - 1. Brief the scenario prior to start
  - 2. Commands given to begin scenarios
- H. During scenario
  - 1. Natural evolution of scenario
    - a) Identification of incident type
    - b) Proper response to incident type
    - c) Transitions between incident types
    - d) Communication issues
- I. Post Scenario
  - 1. Scenario evaluation
    - a) Conducted after each scenario
    - b) Feedback and Input from
      - (1) Rescue Task Force
      - (2) Role players
      - (3) Instructors

# **Tactical Response Rescue**

## **Expanded Course Outline**

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c) Identify need for remedial training

2. Return equipment to central issue point after the scenarios are completed

3. Logistics officer to account for all equipment

### **X. Course Conclusion**

A. Course critique

1. Evaluations

B. Account for all equipment (logistics officer)

C. Search of facility

D. Issue certificates