



SKILLS PROFICIENCY MANUAL

INSTRUCTIONS, FORMS, AND
STUDY MATERIALS FOR
APPLICANTS WHO WISH TO TAKE
THE SKILLS TEST-OUT

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Skills Evaluation

I am advised that the skills exams I will be taking for demonstration of skills proficiency are difficult. I have read, studied and practiced the Skills Proficiency Manual with the understanding that the actual exams will be taken from that information.

I am aware that the skills exam site is not a place of training, but of testing. Due to the open nature of this exam, proficiency will be screened quite carefully. I am aware that the results of all skills exams will be released through the mail in approximately 5 working days after the exams are taken.

Appeal Rights

I understand that: (1) I may file a protest with the POST Director regarding my examination or its administration, and (2) I must file a protest of such examination, in writing within 10 days from the date I am notified of my exam results. Decisions of the POST Director shall be final unless appealed to the Board in accordance with Board Rule 3(b).

Liability Release

In consideration of an opportunity to test-out of the skills training requirements as set forth in the POST rules, I release and discharge the State of Colorado, the Department of Law and the Colorado Attorney General, the Department of Public Safety and its Executive Director, The Colorado POST Board and Staff and each of its members, the Colorado State Patrol, the Colorado POST SME Skills Committee Members and Evaluators, all current and former employees and agents of the above-named entities from any and all claims, whether in an individual or official capacity, for any injury, damage, liabilities, expenses, loss of service, or other damage that the undersigned may suffer as a result of the undersigned's participation in the testing-out process. The undersigned further agrees not to sue, appeal, challenge or otherwise seek damages or injunctive relief from any of the above named entities or persons in any court of law or administrative forum.

Signature

Please Print Your Name

Date

ELIGIBILITY REQUIREMENTS

- Applicant is currently authorized to serve as a peace officer in another state or federal jurisdiction, excluding the armed forces, AND, who has within three years prior to the date of application, been appointed as a peace officer in such jurisdiction for a period of at least 1 year.
- Applicant's basic training from another state must have been state-mandated training which may exclude Hawaii.
- Applicant must not have been absent from a peace officer position in another state for more than three years before applying for certification in Colorado.
- Applicant has been granted a variance from the Peace Officer Standards and Training Board, specifying the skills exams as a test-out option.

Ineligible Applicants

- An applicant who has not completed basic certification training, who has not been certified and authorized to serve as a peace officer within the past three years in any jurisdiction.
- An applicant of the "course of study" option must go through skills training courses at a POST approved basic or skills training academy.
- An applicant's basic training in another state that is over three years old, and the applicant has not served as a peace officer in that state.

ARREST CONTROL SKILLS TESTING REQUIREMENTS

- Each participant will be permitted a maximum of THREE formal attempts at EACH of the nine blocks of tests per testing date.
- If a participant returns for re-testing on the second or third testing date, the participant need only retest in the areas that were failed on the previous test dates.
- If the participant fails on ANY of the nine blocks, after the three permitted testing dates, the entire basic arrest control course (62 hours) must be successfully completed at a POST approved program.

I. PREREQUISITES TO ATTEMPT THE ARREST CONTROL TEST-OUT PROCESS

- A. At the beginning of the arrest control testing out process, each participant must present the signed affidavit waiver before being able to participate in the process.
- B. Each participant must bring a set of police duty gear including:
 1. the belt
 2. duty holster
 3. appropriate impact weapon
 4. holder or ring for that impact weapon
 5. one pair of brand name handcuffs in proper operating condition;
 6. and case with key.

II. RULES FOR THE ARREST CONTROL TESTING OUT PROCESS

- A. Pass/Fail of Block one, two, three, four, five, six, seven, eight, and nine, maintenance of safety will be the responsibility of the POST SME Arrest Control Committee Member/Evaluator. *Any safety violations and/or disagreements or contested scores or grading will be settled by the POST Director.*
- B. Each participant must be able to participate in the ENTIRE arrest control testing-out process which includes demonstrating all required techniques and having the techniques demonstrated *on* him by other participants.

REFERENCE/INSTRUCTION FOR PARTICIPANTS AND SUBJECTS

Block One: Low risk handcuffing

FBI: Standing arrest
PPCT: Standing arrest
KOGA: Cursory arrest
NOVA: Standing
Other: _____

The technique should be from a standing position, non-confrontational, and demonstrate a very low use of force in applying handcuffs.

Script: You are in contact with a subject who is cooperative and does not appear to be armed. A warrants check has determined the subject has an outstanding warrant – FTA speeding, out of your judicial district. You are to take the subject into custody using the proper technique. You are to treat this situation as if it were a real situation you could encounter as a police officer. The subject will be directed to comply with the participant’s direction.

Block Two: High Risk Handcuffing

FBI: Prone
PPCT: Iron wrist take down from kneeling
KOGA: Prone
NOVA: High risk take down
Other: _____

The technique should be from position of advantage, i.e.: the subject should be in a prone or kneeling position so the participant can safely control a cooperative subject who is most likely armed and has a record of violence.

Script: You are in contact with a subject who is seemingly cooperative, appears to be concealing a weapon, and has an outstanding warrant for a felony assault with a weapon. You are to take the subject into custody using the proper technique. You are to treat this situation as if it is a real situation you could encounter as a police officer. In this situation you do not have a cover officer and you must handle the situation by yourself. The subject will be directed to comply with the participant’s direction.

Block Three: High Risk Search

FBI: Prone
PPCT: Prone
KOGA: Prone
NOVA: Prone
Other: _____

The technique will be from the prone position in association with Block Two. The participant will maintain control of the subject while they are searching, the subject will be on the ground (Some disciplines stand the subject and conduct another search.) The participants should be concentrating on the high risk areas and thoroughly check the subject for weapons.

Script: As the participant completes Block Two they will be directed to move into Block Three and complete a high risk search as if they were in a real situation. (The subject should be given a training weapon and told to comply with the officer's direction.)

Block Four: Escort Control

FBI: Twist lock or bent wrist
PPCT: Transport wrist lock transition
KOGA: Twist lock
NOVA: Wrist lock
Other: _____

The technique used should provide the participant the ability to maintain physical control of the subject and move them while under physical control. The technique should also provide the ability to transition into a cuffing technique.

Script: You are in contact with a verbally abusive subject in a crowded area, you are to take control of the subject using a control method to move the subject to a location where they can be interviewed or arrested out of the crowded area. You are to treat this situation as if it were one you would encounter as a police officer. For safety reasons only use half speed and force in applying the control hold. (The subject should be directed to allow the participant to take control and to not physically resist.)

Block Five: Retention of Duty Sidearm

FBI: Front Gun Retention
PPCT: Holstered Weapon Retention
KOGA: Front Gun Retention
NOVA: Front Gun Retention
Other: _____

The technique used should allow the participant to keep the weapon in their holster, dislodge the subjects grip from the weapon, stop the subject from gaining control of the subject's weapon and a procedure of taking the subject into custody

Script: While conducting a field contact the subject attempts to take your duty weapon away from you. The subject has grabbed your weapon while in the holster. You are to use a technique to retain possession of the weapon and take appropriate action as if this were a real scenario. The procedure will start with the subject placing his hand on your weapon. You are then to execute a procedure to retain the weapon and appropriate follow through. For safety reasons the participant should use no more than 50% speed and force. (Instruct the subject to use a light grip on the weapon and release when an affective technique is used.)

Block Six: Retrieval of Duty Sidearm

FBI: Front/Rear Gun Retrieval
PPCT: Retrieval: inside strip or rear gun retrieval
KOGA: Front/Rear Gun Take-a-Way
NOVA: Front/Rear Gun Retrieval
Other: _____

The technique should allow the participant to quickly regain possession of the weapon, and take control of the subject with appropriate use of verbal/physical control.

Script: A subject has taken possession of your duty weapon and is holding you at gunpoint. You must retrieve the weapon and take control of the subject using appropriate verbal / physical control. (Instruct the subject not to place their finger on the trigger and to hold the weapon firmly yet allow the participant to take the weapon with an appropriate technique and comply with verbal/physical control)

Block Seven: Impact Weapon Strike to the Leg(s)

FBI:	Strike to the leg
PPCT:	Forward fluid shock wave strike to the common peroneal nerve
KOGA:	Two count modified
NOVA:	Low flowing strike
Other:	_____

The technique should allow the participant to deliver a strike to the leg and then use appropriate verbal/physical control to subdue the subject. The strike should be delivered to the muscle area of the upper leg and not to joints. (The subject will use a pad to allow the participant to deliver a forceful strike with a training baton.)

Script: You are in contact with a verbally abusive subject who is displaying physically threatening actions. The subject will advance toward you and you are to use the appropriate technique to deliver a blow(s) to the subject's leg. You will then follow through to control the subject as if it were a real situation you would encounter on the street. (Instruct the subject to step toward the subject presenting the outside of the protected leg, then comply with the participants verbal/physical control)

Block Eight: Impact Weapon Strike to the Arm

FBI:	Strike to the arm radial/median nerve
PPCT:	Forward fluid shock wave block to radial/median nerve
KOGA:	Upper cradle strike to radial/median nerve
NOVA:	High flowing strike to radial/median nerve
Other:	_____

The strike should be delivered to the forearm of the subject striking the muscle not to the joints.

Script: You are in contact with a verbally abusive subject who is displaying a physical threat. The subject attempts to strike you. You will use appropriate force to block the strike. You will then follow through to control the subject as if it were a real situation you would encounter on the street. (Instruct the subject to deliver a strike towards the participants face using 50% speed, then comply with the participants verbal/physical control)

Block Nine: Ground Fighting (Escape and Recovery)

FBI: Escape

PPCT: Escape

KOGA: Escape

NOVA: Escape

Other: _____

The technique used should allow the participant to dislodge the subject and allow the participant to escape and recover to a standing position quickly and affectivity.

Script: You have been knocked to the ground on to your back by an unarmed subject who is now on top of you sitting across your waist. The subject has their hands on your chest holding you down. You must dislodge the subject and recover to your feet and take control of the subject using proper physical/verbal commands using a technique appropriate to your discipline.



POST Arrest Control Skills Test-Out Grade Sheet

Name of Participant: _____

Date: _____ Test Location: _____

Evaluator(s): _____ / _____

- The participant will be permitted a maximum of three formal attempts at each of the nine blocks.
- If the participant fails any of the nine blocks, then they may return for a second test date. If failure occurs on the second test date, the participant may return for a third and final test date. On each test date, the participant will be given three formal attempts to successfully demonstrate the block(s) they had previously failed.
- If the participant fails any of the nine blocks after the third permitted test date, then the entire “Basic Arrest Control Course” must be successfully completed at a POST approved program.
- Equipment needed:
 - Training Baton(s)
 - Training Handgun(s)
 - Training Pad(s)

Pre-requisites to Attempt the Arrest Control Skills Test

Each participant must:

- Bring a set of police duty gear all in good operating condition. Including the belt, duty holster, appropriate impact weapon, handcuffs w/ case and key.
YES **NO**
- Be able to participate in the entire arrest control skills test which includes: demonstrating all required techniques on an evaluator or another participant, and having the techniques demonstrated on them by other participants.
YES **NO**

Block One: Low Risk Handcuffing

	Pass	Fail
Verbal commands: Setting subject up for arrest.	()	()
Proper stance and approach to subject	()	()
Maintained physical control of subject during cuffing	()	()
Proper manipulation of handcuffs	()	()
Proper application of handcuffs	()	()

Circle one: **PASS** **FAIL**

Evaluator's Signature: _____

Comments: _____

Block Two: High Risk Handcuffing

	Pass	Fail
Verbal commands: Setting subject up for arrest	()	()
Proper stance and approach to subject	()	()
Maintained physical control of subject during cuffing	()	()
Proper manipulation of handcuffs	()	()
Proper application of handcuffs	()	()

Circle one: **PASS** **FAIL**

Evaluator's Signature: _____

Comments: _____

Block Three: High Risk Search

	Pass	Fail
Verbal communication to assess weapons/danger to officer	()	()
Maintains control of subject while conducting search	()	()
All high risk areas searched	()	()

Circle one: **PASS** **FAIL**

Evaluator's Signature: _____

Comments: _____

Block Four: Escort Control

Pass Fail

Good approach, contact/application of technique on subject	()	()
Maintains control of subject	()	()
Technique fluid and correct to discipline	()	()

Circle one: **PASS** **FAIL**

Evaluator's Signature: _____

Comments: _____

Block Five: Weapon Retention

	Pass	Fail
Weapon remained secured in holster	()	()
Technique dislodges/unbalances subject's grip from weapon	()	()
Technique fluid and correct	()	()
Follow through and control of subject correct to discipline	()	()

Circle one: **PASS** **FAIL**

Evaluator's Signature: _____

Comments: _____

Block Six: Retrieval of Weapon

	Pass	Fail
Good approach and stance prior to retrieval	()	()
Retrieval affective: weapon retrieved	()	()
Movement fluid and correct to discipline	()	()
Follow through correct and appropriate	()	()

Circle one: **PASS** **FAIL**

Evaluator's Signature: _____

Comments: _____

Block Seven: Baton Strike to Leg

	Pass	Fail
With Duty Baton:		
Demonstrate proper draw	()	()
Demonstrate proper stance	()	()
Demonstrate proper holstering	()	()

With Training Baton:

Proper stance	()	()
Proper body positioning	()	()
Technique fluid and affective	()	()
Verbal commands: control of subject after strike	()	()

Circle one: **PASS** **FAIL**

Evaluator's Signature: _____

Comments: _____

Block Eight: Baton Strike to Arm

Pass Fail

With Duty Baton:

Demonstrate proper draw	()	()
Demonstrate proper stance	()	()
Demonstrate proper holstering	()	()

With Training Baton

Proper stance	()	()
Proper body positioning	()	()
Technique fluid and affective	()	()
Verbal commands: control of subject after strike	()	()

Circle one: **PASS** **FAIL**

Evaluator's Signature: _____

Comments: _____

Block Nine: Ground Fighting (Escape and Recovery)

	Pass	Fail
Initial movement allowed participant to unbalance the subject	()	()
Secondary move allowed participant to escape from the subject	()	()
Participant recovers from ground to standing position	()	()
Movement was fluid and affective	()	()
Follow through was affective	()	()

Circle one:

PASS

FAIL

Evaluator's Signature: _____

Comments: _____

ARREST CONTROL TRAINING PROGRAM

Effective September 1, 2016

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

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

MINIMUM REQUIRED HOURS: 62

I. ARREST CONTROL ORIENTATION

Required Minimum Hours: 1

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

Learning Objectives:

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

II. USE OF FORCE CONSIDERATIONS

Required Minimum Hours: 2

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

Learning Objectives:

- A. The students will discuss and understand the role of arrest control techniques and tactics in the use of force including, but not limited to § 18-1-707 and § 18-8-801 through § 18-8-803, C.R.S.
 - 1. The students will discuss and understand the difference between general control and physical control
 - 2. The students will discuss and understand the following state statutory requirements:
 - a. § 18-1-707, C.R.S.: Use of physical force in making an arrest or in preventing an escape
 - b. Offenses relating to use of force by peace officers
 - (0) § 18-8-801, CRS: Definitions
 - (1) § 18-8-802, CRS: Duty to report use of force by peace officers
 - (2) § 18-8-803, CRS: Use of excessive force
 - c. Federal civil violations
 - (0) 42 U.S.C. § 1983: Civil action for deprivation of rights
- B. The students will discuss and understand the implications Constitutional case law will have in the use of force.
 - 1. Fourth Amendment rights (*Graham v. Conner*, 490 U.S. 386 (1989) U.S. Supreme Court)
 - 2. Fourteenth Amendment rights (*Johnson v. Glick*, 481 F.2nd 1028 (2d Cir. 1973) United States Court of Appeals, Second Circuit)
- C. The students will discuss and understand proper documentation for arrests and use of force.
 - 1. Instruction should be given on proper documentation on not only arrest but also cases of use of force (Example: Use of force reports)
 - 2. Proper documentation in use of force cases should include, but is not limited to:
 - a. Officer arrival
 - b. Officer observations
 - c. Subject actions
 - d. Type of arrest control or tools used

- e. De-escalation technique used
- f. Were there injuries and was medical attention sought

III. DE-ESCALATION OF FORCE

Required Minimum Hours: 2

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

Learning Objectives:

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

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

IV. ALTERNATIVES TO THE USE OF DEADLY FORCE

Required Minimum Hours: 2

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

Learning Objectives:

- A. The students will receive an overall introduction to less-lethal uses of force.
 - 1. Less-lethal force defined

2. The students will discuss and understand the various less-lethal force options that are commonly available to officers
3. The students will discuss the relationship between less-lethal devices and other use of force options

V. BALANCE AND MOVEMENT

Required Minimum Hours: Lab 1

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

Learning Objectives:

- A. The students will demonstrate minimum proficiency in proper balance and movement prior to and during the arrest procedure.
- B. The students will understand footing and other conditions that may limit response to a threat.
- C. The students will learn to stay alert, keeping their firearm protected from the subject, their weight evenly distributed, and their feet shoulder width apart.

VI. PERSONAL WEAPONS AND OTHER HAZARDS

Required Minimum Hours: 1

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

Learning Objectives:

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

VII. SEARCHING AND HANDCUFFING TECHNIQUES

Required Minimum Hours: Lab 8

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

Learning Objectives:

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

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

VIII. CONTROL TECHNIQUES

Required Minimum Hours: 4

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

Learning Objectives:

- A. The students will demonstrate proficiency in control holds including, but not limited to:
 - 1. Control and escort
 - 2. Pre-arrest and arrest situations
 - 3. Team control techniques
 - a. Multi-officer techniques for controlling a suspect
 - b. Officers surround suspect
 - c. “Trigger” word for action
 - d. Limb control: handcuff and/or hobble
 - e. Sit subject up in an upright position or place them in a recovery position on their side
 - f. Decision as to medical transport or police transport
 - 4. Practical exercises and demonstration of techniques
 - a. Tactical positioning
 - b. Limb control / take-downs to include legs and arms
 - c. Head and neck stabilization
 - d. Handcuffing skills
 - e. Team contact, control and take-downs

IX. NECK RESTRAINTS

Required Minimum Hours: 2

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

Learning Objectives:

- A. The students will understand the proper use of neck restraints including the associated dangers.
- B. The student will understand the differences between respiratory and vascular neck restraints.
- C. The student will be able to demonstrate effective defenses against neck and choke holds.

X. GROUND TACTICS AND DEFENSE

Required Minimum Hours: 8

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

Learning Objectives:

- A. The students will be able to demonstrate basic defense concepts while on the ground, including but not limited to:
 - 1. Avoiding a ground defense situation when possible
 - 2. Fighting to and from the ground
 - 3. Going to the ground while minimizing injuries
 - 4. Control techniques to and from the ground
 - 5. Uniform and equipment concerns including getting access to weapons
 - 6. Considerations of using a weapon from the ground
 - 7. Techniques for recovering to standing from ground situations

XI. IMPACT INSTRUMENTS

Required Minimum Hours: 4

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

Learning Objectives:

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

XII. EDGED WEAPON

Required Minimum Hours: 3

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

Learning Objectives:

- A. Demonstrate basic edged weapon defense.

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

XIII. RETENTION AND RETRIEVAL OF WEAPONS AND INSTRUMENT

Required Minimum Hours: 4

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

Learning Objectives:

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

XIV. CUSTODIAL CARE

Required Minimum Hours: 2

General Learning Goal: The students will understand the basic symptoms identified with Sudden In-Custody Death Syndrome (SCDS) and demonstrate basic techniques in dealing with such situations.

Learning Objectives:

- A. The students will understand the basic symptoms of SCDS and demonstrate basic handling techniques, including but not limited to:
 - 1. Introduction and background of SCDS
 - 2. Associated Syndromes
 - a. Cocaine Psychosis
 - b. Excited Delirium
 - c. Respiratory Compromise
 - d. Sudden In-Custody Death
 - 3. Identifiable symptoms and behavioral patterns
 - 4. Compliance tactics
 - 5. Restraints and medical intervention

6. Discussion of research

XV. INDIVIDUAL ARREST CONTROL PROGRAMS

Required Minimum Hours: 6

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

Learning Objectives:

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

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

XVI. DRILL TRAINING

Required Minimum Hours: Lab 10

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

Learning Objectives:

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

- B. Students will apply all of the following techniques to the drill training to include, but not limited to:
 1. Proper initial approach and contact

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

XVII. TESTING

Required Minimum Hours: 2

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

Learning Objective:

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

XVIII. TRAINING RECOMMENDATIONS

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

XIX. POST INSPECTIONS

- A. Inspections may be conducted at any time during the program and may be either announced or unannounced inspections.
- B. In addition to the documentation required by Rules 21 and 24, the following items must be available during inspections:
1. Daily schedules that include:
 - a. Proposed and completed training dates

- b. Topics of instruction
 - c. Number of hours of lecture and lab per topic
 - d. Student and instructor ratios
2. Current lesson plan being used for the program
 3. Manual or supportive material that corroborates the lesson plan
 4. Scripts of the individual drill training scenarios
 5. Test questions with answer key
 6. Practical test and evaluation form

LAW ENFORCEMENT DRIVING SKILLS TESTING REQUIREMENTS

- Each participant will be permitted a maximum of ONE formal attempt at EACH of the four blocks of testing.
- If the participant fails ANY of the four blocks, after the three permitted testing dates, the entire Basic Law Enforcement Driving Course (44 hours) must be successfully completed at a POST approved skills program.
- If a participant returns for retesting on the second or third testing date, the participant will have to repeat only the testing block(s) that were failed on the previous exams.

I. PREREQUISITES TO ATTEMPT THE L.E. DRIVING SKILLS TESTING

- A. Each participant must present a state issued original driver's license indicating that he or she is permitted to operate an automobile in their state without restriction.
- B. Special vehicle equipment or driving apparatus will not be provided or allowed.

II. RULES FOR PARTICIPATION IN THE LAW ENFORCEMENT DRIVING TEST PROCESS

- A. Two (2) "warm-up" passes will be permitted for each testing block so that the participant can become familiar with the test vehicle, road surface, evaluator's commands, and instructions. "Warm-up" runs do not count for score.
- B. "Repeats will not be permitted unless there is a vehicle defect during the testing process.
- C. Pass/fail scoring of Block One, Two, Three, and Four and maintenance of drive track, and vehicle safety will be the responsibility of the POST SME Law Enforcement Driving Committee SME Member/Evaluator.

Any safety disagreements or contested scores will be settled by the POST director.

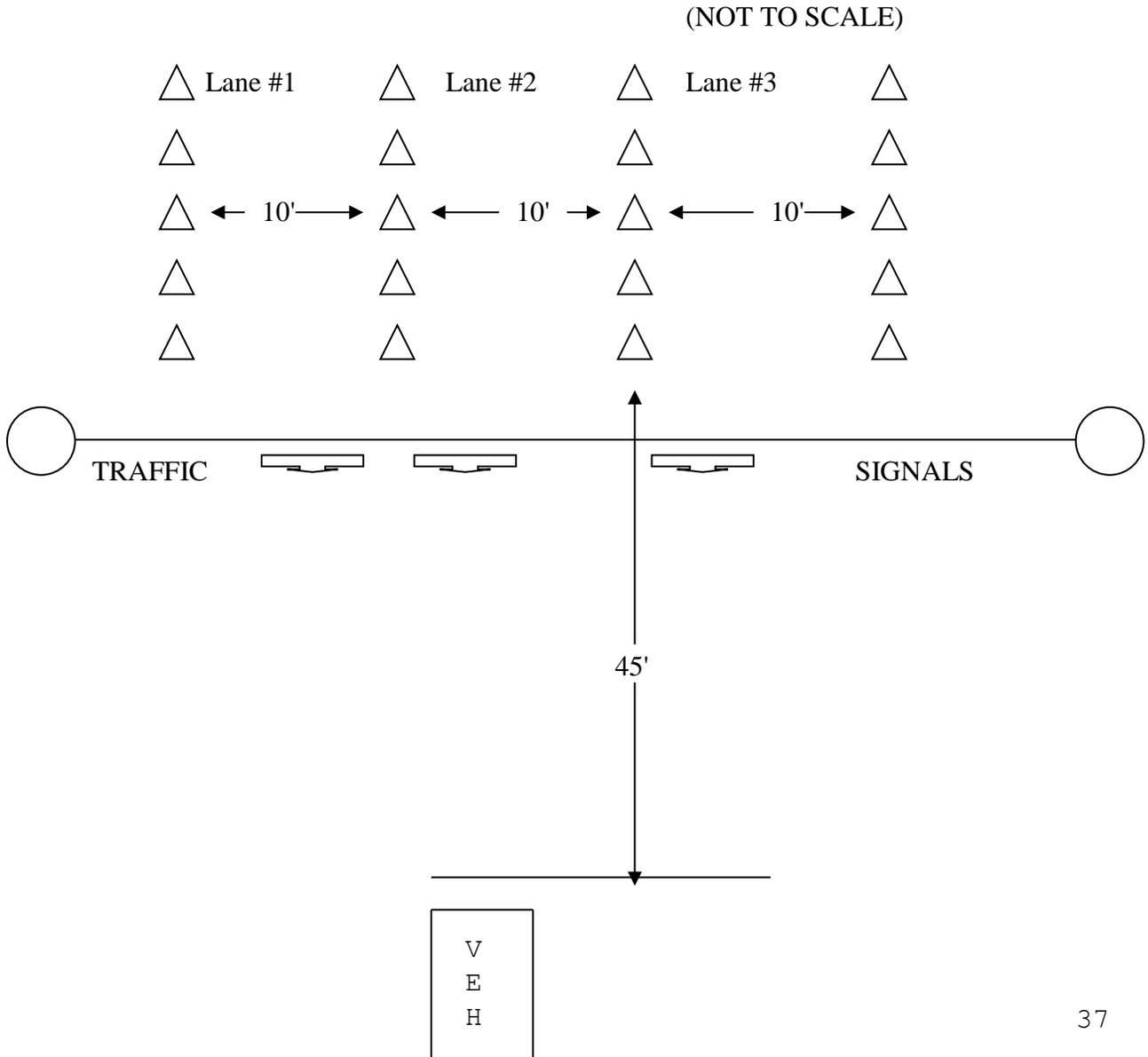
DRIVING TESTING – BLOCK 1

Perception/Reaction

The participant is positioned in the vehicle provided by POST in the correct seating position; properly and safely secured in the vehicle. The SME Member/Evaluator will verify correct safety and operating procedures, verify minimum operating speeds, issue any special instructions, and evaluate to verify a passing score.

This block is a three-lane perception/reaction course at **30 mph minimum**, where a visual cue for lane selection is **45 feet** from the beginning of the three lanes which are ten feet wide with cones placed designating the straight three lanes.

For a "Pass" score for this practical skill block, the participant must properly perform the maneuver **four (4)** out of **six (6)** passes at **minimum** speed with proper lane selection and ***without*** moving a single cone.



DRIVING TESTING - BLOCK 2

Turnabout

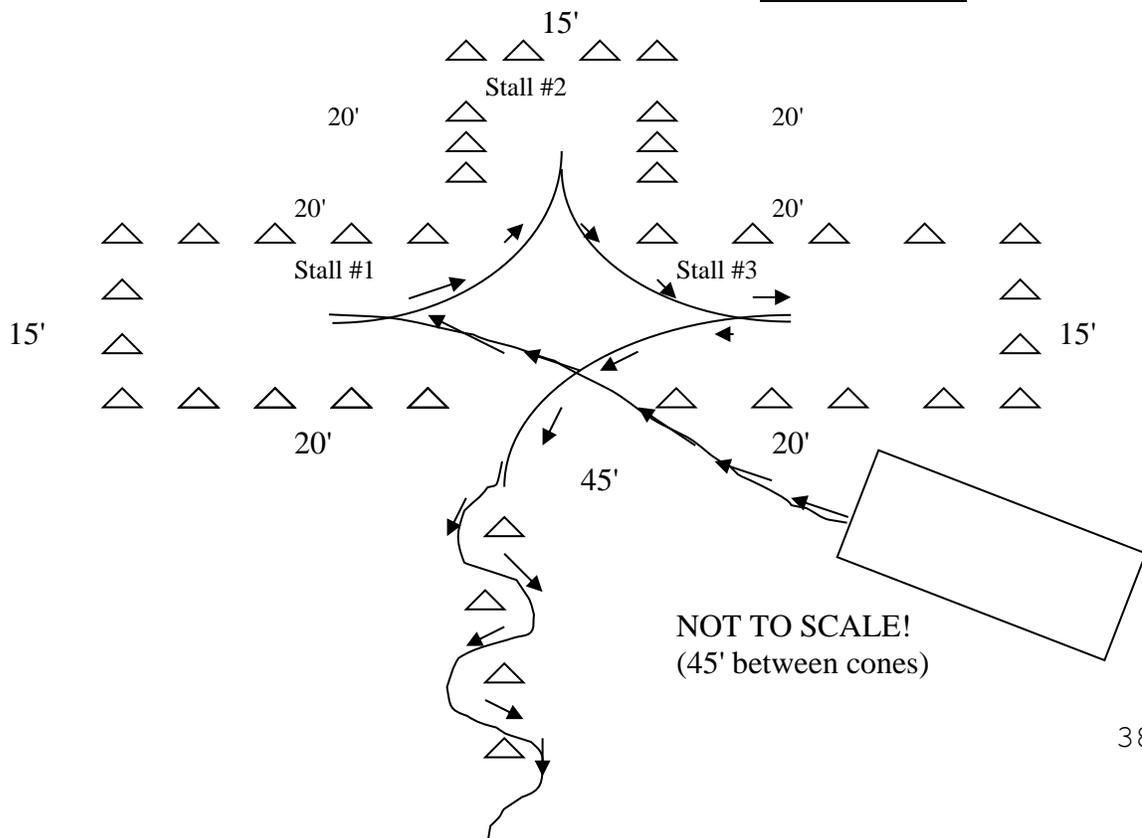
The participant is positioned in the vehicle provided by POST in the correct seating position; properly and safely secured in the vehicle. The SME Member/Evaluator will verify correct safety and operating procedures, verify successful completion within the maximum time limit, issue any special instructions, and issue commands, as necessary, to verify a passing score.

This block is a low speed precision driving and backing course. The participant must:

- 1) drive forward into stall #1 which is **15 feet wide** and **20 feet long**; then,
- 2) back out of stall #1 and make a reverse turn to the right into stall #2 which is perpendicular to stall #1. Stall #2 is **15 feet wide** and **20 feet long**; next,
- 3) drive forward out of stall #2 turning to the left into stall #3 which is perpendicular to stall #2 and is directly across from stall #1. Stall #3 is **15 feet wide** and **20 feet long**; finally,
- 4) back out of stall #3 turning to the left and backing up in a serpentine technique between five (5) traffic cones set 45 feet apart with the first cone 20 feet from the three stalls.

For a "Pass" score for this practical skill block, participant must properly perform the entire maneuver **two (2)** out of **three (3)** passes without moving a single cone.

MAXIMUM TIME ALLOWED PER PASS IS 60 SECONDS.



DRIVING TESTING - BLOCK 3

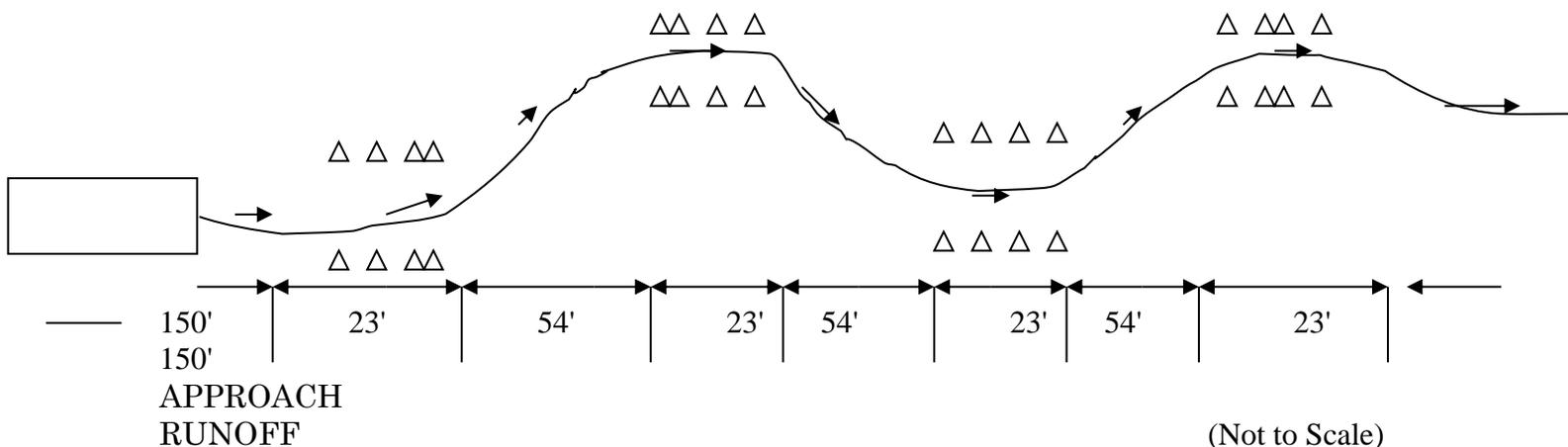
Lane Change

The participant is positioned in the vehicle provided by POST in the correct seating position; properly and safely secured in the vehicle. The SME Member/Evaluator will be secured in the passenger's seat, and verify correct safety and operating procedures, verify minimum operating speeds, issue any special instructions and evaluate to verify a passing score.

This block is a lane change exercise to properly maintain a vehicle in its correct lane, without braking, at a minimum speed. The participant will:

- 1) **Smoothly** navigate the vehicle maintaining a minimum of **40 mph** through the course. The entire lane is **10 feet wide** with a **150 foot** approach to the first set of cones **23 feet** in length; next
- 2) after passing through the first set of cones, the participant turns left within **54 feet** into the second set of cones **23 feet** in length; next,
- 3) after exiting the second set of cones, the participant turns right within **54 feet** into the third set of cones **23 feet** in length; next,
- 4) after passing the third set of cones, the participant turns left within **54 feet** into the fourth set of cones **23 feet** in length; next,
- 5) after exiting the fourth set of cones the participant has **150 feet** of runoff to slow down.

For a "Pass" score for this practical skills block the participant must properly performs the entire maneuver without braking after entering the curve **two (2)** out of **three (3)** passes without moving a single cone.



DRIVING TESTING - BLOCK 4

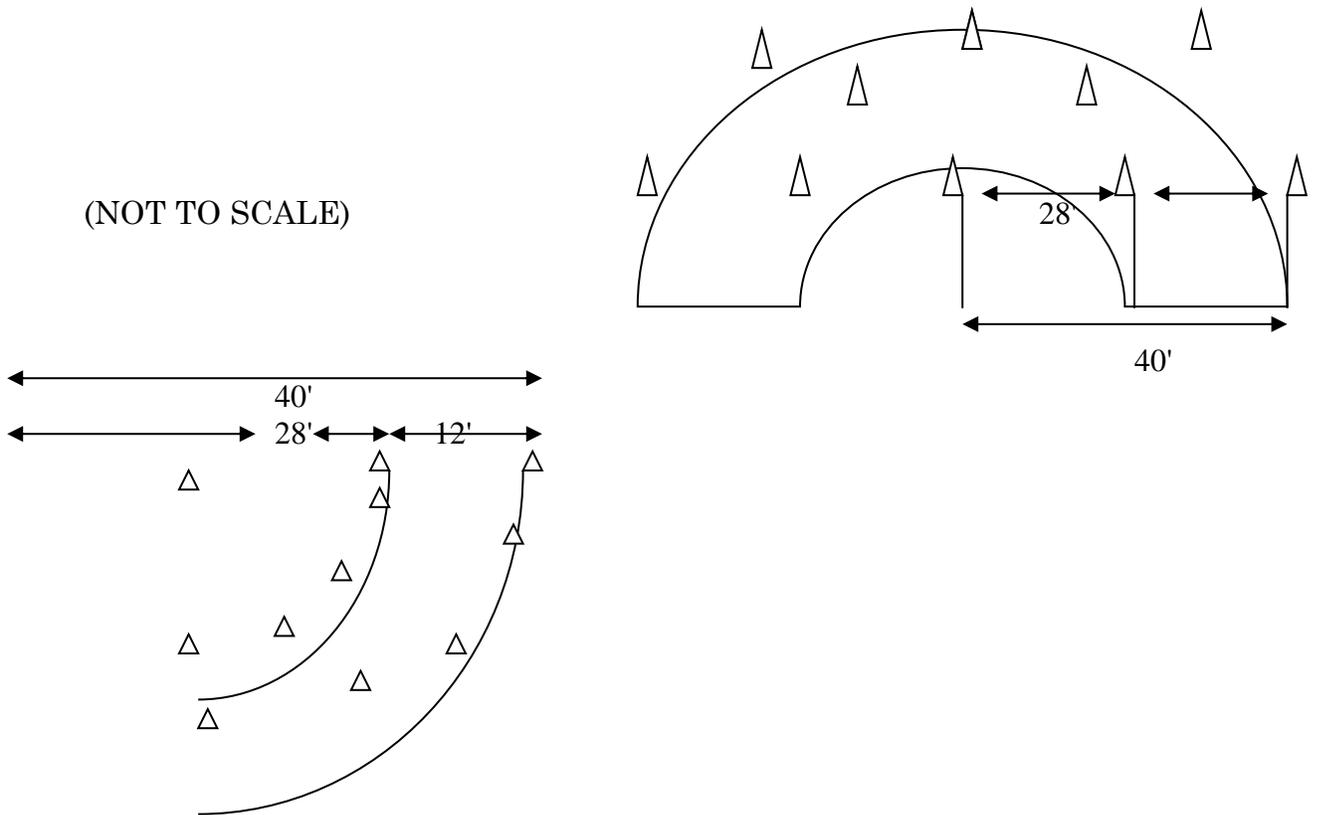
90 AND 180 DEGREE CORNERING EXERCISE

The participant is positioned in the vehicle provided by POST in the correct seating position; properly and safely secured in the vehicle. The SME member/evaluator will be secured in the passenger's seat and verify the correct safety and operating procedures, verify minimum operating speeds, issue any special instructions and evaluate, as necessary, to verify a passing score.

This block is a vehicle control maneuver that requires the participant to demonstrate proper steering techniques and use of the curve apex while negotiating the curves. The exercise consists of one **90 degree** corner and one **180 degree** corner. Each corner has an inside radius of **28 feet** and an outside radius of **40 feet**. The lane width is **12 feet**. The procedure requires the participant to properly "control brake" when entering into each curve. The participant enters each curve at a minimum of **20 mph** and maintains that minimum throughout the exercise.

The participant enters the curve at a **minimum** of **20** mph.

For a "Pass" score for this practical skill block, the participant must properly perform the entire maneuver, while maintaining **minimum** speed, **two (2)** out of **three (3)** passes ***without*** moving a single cone.





POST Driving Skills Test-Out Grade Sheet

Name of Participant: _____

Date: _____ DL#: _____

Test Location: _____

Evaluator(s): _____ / _____ / _____

- Each participant will be permitted the maximum formal attempts of the four blocks per test date.
- On a subsequent retest, the participant will be required to complete those test blocks that were not successfully passed on prior tests. A passing score in any block will remain in effect for three (3) years.
- Two “warm up” passes will be permitted for each testing block so the participant can become familiar with the test vehicle, road surface, Evaluator’s commands and instructions. “Warm-up” passes do not count for score.
- “Repeats” will not be permitted unless there is a vehicle defect during the test-out process.
- Special vehicle equipment or driving apparatus will be allowed.
- The test-out is for evaluation purpose only. There will be no training conducted.

Block One: Perception/Reaction

For a “PASS” score, the participant must properly perform the maneuver, *four (4) out of six (6) passes*, at **30** mph proper lane selection and **without** moving a single cone.

	Pass	Fail
Maneuver #1	()	()
Maneuver #2	()	()
Maneuver #3	()	()
Maneuver #4	()	()
Maneuver #5	()	()
Maneuver #6	()	()

Did participant pass Block One? **PASS** **FAIL**

Evaluator’s Signature: _____

Comments: _____

Block Two: Turnabout

For a "PASS" score, the participant must properly perform the maneuver, *two (2) out of three (3) passes*, **without** moving a single cone within **60 seconds**.

	Pass	Fail
Maneuver #1	()	()
Maneuver #2	()	()
Maneuver #3	()	()

Did participant pass Block Two? PASS FAIL

Evaluator's Signature: _____

Comments: _____

Block Three: Lane Change

For a "PASS" score, the participant must properly perform the maneuver, without braking after entering the course, *two (2) out of three (3) passes*, **without** moving a single cone at **40 mph**.

	Pass	Fail
Maneuver #1	()	()
Maneuver #2	()	()
Maneuver #3	()	()

Did participant pass Block Three? PASS FAIL

Evaluator's Signature: _____

Comments: _____

Block Four: 180/90 Curve Exercise

For a “*PASS*” score, the participant must properly perform the maneuver, *two (2) out of three (3) passes*, while maintaining a minimum speed **without** moving a single cone at **20** mph.

	Pass	Fail
Maneuver #1	()	()
Maneuver #2	()	()
Maneuver #3	()	()
Did participant pass Block Four?	PASS	FAIL

Evaluator's Signature: _____

Comments: _____

LAW ENFORCEMENT DRIVING PROGRAM

September 20, 2013

MINIMUM REQUIRED HOURS: 44

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

**Includes a minimum of 3 hours night driving*

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

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

I. LEGAL ASPECTS

Learning Objective:

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

A. Non-Emergency Driving

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

B. Emergency Driving

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

5. Examples of current case law
6. Identify means by which an agency or officer can be held liable

C. Pursuit Driving

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

D. Occupant Restraint System

1. Statutory requirements
 - a. § 42-4-237, C.R.S.: Mandatory use and exemptions
 - b. Advantages of using occupant restraints while operating an emergency vehicle
 - (1) Agency policy
 - (2) Worker's Compensation requirements

- II. The responsibility for remaining current with case law pertaining to law enforcement driving rests with the lead driving instructor of each academy. Resources: local district attorney, state attorney's office, National Traffic Center.

II. NON-EMERGENCY DRIVING SKILLS

Learning Objective:

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

- A. Driver's Attitude and Condition
- B. Driver's Skill and Abilities
- C. Vehicle's Capability and Condition
 - 1. Make a visual pre-drive inspection of the vehicle
 - 2. Vehicle condition
 - a. Use by other officer
 - b. Maintenance of the vehicle
- D. Driving Environment
 - 1. Road, weather, and traffic conditions
 - 2. Always being aware of an "out" or escape maneuver/route in an emergency development
- E. Acceleration and Deceleration
 - 1. "The greater the speed, the longer it takes to stop"
 - 2. Brake fade is due to "over-use" of the system
 - 3. Factors affecting a vehicle
 - 4. Understeer:
 - a. The front tires lose traction before the rear tires and gives the sensation of not steering into the turn - "Plowing".
 - 5. Oversteer:
 - a. The rear tires lose traction and slip towards the outside of the curve and cause the rear of the vehicle to take a wider path through the turn than the front of the vehicle.

F. Steering and Cornering Skills

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

G. Skid Avoidance and Control

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

H. Collision Avoidance

1. Escape routes
2. Defensive and alert

I. Accident survival

1. Angle of impact
2. Positioning of vehicle
 - a. Collision zone
3. Collision selection

J. Backing

1. Vehicle backing instruction and exercises will be a part of academy programs. Acceptable instruction may include the use of mirrors, no use of mirrors, or a combination.
2. Steering
 - a. Parallel parking
 - b. Positioning of hands and body
 - c. Changing Vehicle Direction
3. "Y"/"J" turns
4. "U" turn
5. Pull in and back out

K. Radio Use

1. Divided attention

III. EMERGENCY RESPONSE AND VEHICLE PURSUIT DRIVING SKILLS

Learning Objective:

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

A. Legal Limitations

1. Limitations based on State Statutes
 - a. § 42-4-213, CRS: Audible and visual signals on emergency vehicles
 - b. § 42-4-108, CRS: Public officer to obey provisions – exceptions for emergency vehicles
 - c. § 42-4-805(8), CRS: Pedestrians yielding to an emergency vehicle
 - d. § 42-4-705, CRS: Operation on approach of emergency vehicles
2. Limitations based on departmental policy

B. Driving Position

1. Seat Position
2. Proper steering wheel position

3. Police equipment
4. ALWAYS wear the occupant restraints in the proper manner

C. Steering

1. The 9 and 3 hand position is required instruction; other hand positions are optional instruction.
2. Instruction is required on the shuffle steering technique, with the hands not going beyond the twelve o'clock position.
 - a. "Crossover" or "arm lock" is acceptable in emergency avoidance situations.
 - b. Other steering technique instruction is optional.
3. Eye movement.

D. Braking

1. Locked wheel skid: all wheels are locked up and the tires are skidding on the road surface.
2. Threshold braking: braking the vehicle to the point just before the wheels lock up.
 - a. Incipient skid
3. "Rolling friction"
 - a. Steering
4. Anti-lock Braking System (ABS)

E. Acceleration

1. Traction

F. Vehicle Dynamics

1. Friction
 - a. Static
 - b. Rolling
 - c. Kinetic
2. Centripetal Force
3. Centrifugal Force

4. Explanation of differences in various wheel drives, i.e., front wheel drive and four wheel drive.
5. Liability for specific drive vehicles other than rear wheel drive rests with the department that employs the recruit.

G. Skid Control

1. Rolling friction
 - a. Spin out
 - b. Hydroplaning

H. Cornering

1. Oversteer
2. Understeer
3. Line of travel
 - a. Speed
 - b. Position
4. Apex
 - a. Entrance
 - b. Exit

I. Emergency Equipment

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

J. Speed of the Emergency Vehicle

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

K. Night Driving

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

IV. MENTAL ASPECTS OF NON-EMERGENCY DRIVING

Learning Objective:

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

A. Psychological Aspects

1. Routine
 - a. Same shift, same area
 - b. Poor posture
 - c. Poor Driving Habits
2. Emotional State
 - a. Personal Problems
 - b. Job Pressures
3. Fatigue
 - a. Long time spans in the vehicle
 - b. Shift work
 - c. Off-duty employment/education
 - d. Lack of rest
 - e. Conditioning

B. Driving Process

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

V. MENTAL ASPECTS OF PURSUIT DRIVING

Learning Objective:

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

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

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

5. Use of force continuum
 - a. Deadly force
- C. Post Pursuit
 1. Adrenaline control
 2. Injuries/Damage
 3. Documentation

VI. MENTAL ASPECTS OF EMERGENCY DRIVING

Learning Objective:

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

- A. Psychological Aspects (Nature of the Call)
 1. Routine to non-routine
 2. Property crime
 3. Persons crime
 4. Life threatening
 - a. Weapons
 - b. Injuries
 5. Officer Assistance
 - a. Emergency
 - b. Non-emergency
- B. Judgment Considerations
 1. Administrative policy
 - a. Marked vehicle/unmarked vehicle
 2. State law
 - a. Emergency equipment
 3. Civil liability
 4. Nature of the call

5. Re-evaluation
 - a. Location
 - b. Traffic
6. Suspects
 - a. Description
 - b. Direction of travel

VII. TESTING

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

Recommended Source Material Only:

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

VIII. POST INSPECTIONS

- A. Inspections may be done at any time during the entire program.
- B. In addition to the documentation required by Rules 21 and 24, the following items must be available during inspections:
 - 1. Daily schedule that includes the dates, exercises to be conducted, and lecture hours per date, as applicable.
 - 2. Test questions with answer key.
 - 3. Grading sheets for the skills performance tests.
 - 4. Diagrams of all cone patterns and exercises conducted during the program, with measurements.

IX. DRIVING TRACK/AREA

- A. Driving site must be approved by the SME driving committee.
 - 1. Site approval will be through a video of the facility.
- B. The driving site must be free of obstructions that interfere with the safe operation of vehicles executing driving exercises.
- C. The primary driving surface must be asphalt or concrete.
 - 1. Other road surfaces (i.e. gravel, dirt) may be used for special exercises.
- D. Safety of trainees and instructors will be a primary consideration at all times.
- E. Track Time Considerations
 - 1. Ten percent (10%) of track time may be used to set cones for exercises. If setup time exceeds ten percent (10%), it is to be deducted from track time.
 - 2. Travel time is not to be included in track time.

X. VEHICLES

- A. Only “authorized emergency vehicles” suitable for the maneuvers to be performed can be used for training purposes.

- B. Suitability of vehicles for specific maneuvers must be in accordance with the vehicle manufacturer.
- C. Rental vehicles may be used to supplement authorized emergency vehicles for defensive driving techniques only.
- D. All practice vehicles must start each track day in a safe and operable condition. Due to unanticipated problems, a ratio of one vehicle to eight students is acceptable due to breakdowns. More than that is unacceptable for approved track time.
- E. A ratio of more than one vehicle to six students has no effect on track time.

FIREARMS SKILLS TESTING REQUIREMENTS

- Each participant will be permitted one (1) formal attempt to successfully pass Block #1.
- Each participant must successfully pass the entire Block #1 of Safety, Maintenance, and Management before proceeding to Block #2. ***If the applicant fails Block #1, the applicant will not be allowed to continue and must re-schedule the test-out on another date.***
- Each participant will be permitted three (3) formal attempts to successfully pass Block #2 (Handgun Qualification Course). Should the participant fail three (3) formal attempts, the participant will be required to attend the firearms' portion of either a POST Basic Academic Training Program **or** Reserve Academic Training Program.
- If the participant fails Block #1, or if the participant chooses not to continue with a second or third qualification attempt during Block #2, they may attend a subsequent firearms test-out.
- If during any stage of qualification, the participant incurs an unanticipated malfunction, the participant may be given an "alibi" provided that – in the opinion of the SME member overseeing the qualification – the participant made an immediate effort to properly clear the malfunction but was unable to safely do so within the prescribed time limit. That stage may be re-shot at the discretion of the SME member.
- Each participant must test with the handgun which he or she is presently carrying on duty or at the last law enforcement position.
- **EACH PARTICIPANT MUST ADHERE TO THE 4 FIREARMS SAFETY RULES WHILE DEMONSTRATING, DESCRIBING OR IN ATTENDANCE AT THE ENTIRE FIREARMS TESTING. ANY VIOLATION OF THESE FOUR RULES WILL RESULT IN IMMEDIATE FAILURE OF THE TESTING AND REQUIRED REMOVAL FROM THE TESTING AREA.**
- If the participant fails the formal attempt at Block #1 or the three formal attempts at Block #2, then the entire FIREARMS TRAINING PROGRAM must be successfully completed at a POST approved program.

I. PREREQUISITES TO ATTEMPT THE FIREARMS TESTING PROCESS

- A. At the beginning of the firearms skills testing, each participant must present a letter from a factory certified armorer attesting to the participant's weapon's safety and factory specifications. This signed letter must contain the weapon make, model, and serial number.
- B. Only the following caliber service handguns will be permitted:
 - 1. .38 / .357 Caliber Revolver
 - 2. 9 x 19 MM
 - 3. .40 S&W Caliber or .45 ACP/GAP
- C. Each shooter must bring a set of police duty gear including:
 - 1. Duty belt
 - 2. Strong-side holster
 - 3. At least two magazines or speed loaders and belt mounted carriers
 - 4. Police-type flashlight
 - 5. Handcuffs with handcuff case
- D. Each shooter will bring a minimum of **75** rounds of new, factory loaded handgun ammunition that is full metal jacketed. **NO REMANUFACTURED AMMUNITION WILL BE ALLOWED.**
- E. Each shooter must provide his or her own eye and ear protection.

II. RULES FOR FIRING THE FIREARMS TESTING PROCESS

- A. No "alibis" will be permitted unless there is a weapon breakage or an immediate attempt to properly clear a malfunction during the skills testing.
- B. Pass/fail of Block One, target scoring, and adherence to the 4 Firearms Safety Rules will be the responsibility of the POST SME Firearms Committee Member/Evaluator. Any safety violation disagreements or contested scores will be resolved by the POST Director.
- B. Applicants who fail to legibly print the 4 POST required Firearms Safety Rules [Block #1, Stage 1] will not be permitted to continue with any other portion of the firearms testing process.

III. FIREARMS SKILLS TESTING BY BLOCKS

A. Block #1 - Safety, Maintenance, and Management

1. Stage 1 - Required POST Safety Rules

- a. The participant must legibly print the 4 POST required Firearms Safety Rules as stated in the Firearms Course Outline. ***Applicants who fail this portion will not be permitted to continue with the testing process.***

2. Stage 2 - Safety and Maintenance

(required use of high-visibility, fluorescent colored, plastic "dummy" ammunition provided by POST)

- a. The participant will properly **demonstrate** loading the weapon per the required POST outline.
- b. The participant will properly **demonstrate** presenting the weapon per the required POST outline.
- c. The participant will properly **demonstrate** re-holstering the weapon per the required POST outline.
- d. The participant will properly **demonstrate** presenting and unloading the weapon per the required POST outline.
- e. The participant will properly **demonstrate** field stripping the weapon per the required POST outline.
- f. The participant **will describe**, in proper sequence and sufficient detail, the proper procedures in the cleaning of the weapon per the required POST outline.

3. Stage 3 - Weapon Management

(required use of high-visibility, fluorescent colored, plastic "dummy" ammunition provided by POST)

- a. The participant will properly **demonstrate** proper ammunition management, per the required POST outline, in:
 - 1) Combat reloading
 - 2) Tactical reloading
- b. The participant will safely **demonstrate** the correct way, per the required POST outline, to determine the weapon's status.
- c. The participant will properly **demonstrate** the correct way, per the required POST outline, to clear a semi-automatic pistol's malfunction of:
 - 1) Failure to fire,

- 2) Failure to eject, and
- 3) Failure to extract

OR

- c. The participant will properly **demonstrate** the correct way, per the required POST outline, to clear a revolver's malfunction of:
 - 1) Failure to fire and
 - 2) Failure to extract

B. Block #2 - POST Required Live Fire Standardized Handgun Qualification Course

Materials Needed: 1 to 4 ratio of instructor to students, timing device, signaling device, targets.

Student needs: Duty handgun, police duty gear (strong-side holster, two extra magazines OR two speed loaders with appropriate belt holders, flashlight, and handcuffs), eye and ear protection, minimum of **75** rounds of new factory loaded ammunition appropriate for weapon.

Course Information:

1. Qualifying Score: 25/25 (100%)

This qualification course is a pass/fail course and all rounds must be fired and must be on the silhouette to pass. The head shot must be in the head above the neckline of the target and as a stipulated shot to count. Failure to accurately place the head shot in the head will result in a Did Not Qualify (DNQ). Any rounds not accounted for on the target will result in a DNQ

2. General: At the discretion of the instructor, alibis are allowed for immediate action malfunctions.
 - a. "Draw" is defined as starting with the weapon in a secured holster.
 - b. "Ready" is defined as the muzzle of the weapon pointed below the target with the trigger finger outside the trigger guard and indexed along the side of the slide/frame.
 - c. "Cover" is defined by the facilities available at the range and according to the instructions of the instructor.
 - d. There are no alibis for failure to obtain time limits unless, in the opinion of the SME member overseeing the qualification, the participant made an immediate effort to properly clear the malfunction but was unable to safely do

so within the prescribed time limit. That stage may be re-shot at the discretion of the SME member.

- e. Ammo management is the shooter's responsibility and, unless required, reloading will not be controlled by the instructor. C. COURSE

Handgun Qualification Course (revised 07/01/2010)

STAGE	DISTANCE	# ROUNDS	TIME	POSITION
1	3 yd. line	2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step right
		2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step left
2	7 yd. line	3 body	5 sec.	Standing, ready Fire while advancing to 3 yd. line
3	1 yd. line	2 body	4 sec.	Standing, holstered, simulating cuffing Draw & fire while taking 3 steps to the rear
4	5 yd. line	2 body	3 sec.	Standing, ready, with handheld flashlight in support hand
		2 body	3 sec.	Standing, ready One hand, strong hand only
5	7 yd. line	2 body	6 sec.	FAILURE TO FIRE Empty Chamber, loaded magazine Standing, holstered 1 step right or left while clearing
6	10 yd. line	2 body	8 sec.	LOCK BACK - EMPTY RELOAD Loaded Chamber, 1 round in magazine
		1 body		Standing, holstered Draw & fire two rounds 1 step right or left while reloading, After reloading fire third round
7	15 yd. line	2 body	15 sec.	DOUBLE FEED Standing, ready 1 step left or right while clearing, kneel if cover is available
8	25 yd. line	2 body	15 sec.	Standing, holstered Position of choice - standing or kneeling while using cover When done firing, perform tactical reload (tactical reload not time)
9	1 yd. line	2 body 1 head	5 sec.	Standing, holstered 2 shots to the body and 1 shot to the head while taking 3 steps to rear

TOTAL NUMBER OF BODY SHOTS: 24
TOTAL NUMBER OF HEAD SHOTS: 1
TOTAL NUMBER OF ROUNDS FIRED: 25
REQUIRED NUMBER OF ROUNDS ON SILHOUETTE TO QUALIFY: 25



POST Firearms Skills Test-Out Grade Sheet

Name of Participant: _____

Date: _____ Test Location: _____

Evaluator(s): _____ / _____

- Each participant must provide his/her own weapon verified by an armorer and all pre-requisites listed.
- Each participant will be permitted **one (1)** formal attempt at Block #1. Each participant must successfully pass the entire Block #1 of Safety, Maintenance and Management before proceeding to Block #2. Each participant will be permitted **three (3)** formal attempts at Block #2 (Handgun Qualification Course).
- Each participant must adhere to the firearms safety rules while demonstrating, describing or in attendance at the entire firearms test-out. Any violation of these four rules will result in immediate failure of the participant and required removal from the testing area.

PRE-REQUISITES TO ATTEMPT THE FIREARMS SKILLS TEST

The Participant has provided all of the following:

YES **NO** The Colorado POST letter for *Verification and Authorization of Handgun Compliance* signed by a factory certified armorer containing the weapon's make, model and serial number. The letter attests to the weapons safe operating condition and factory specifications.

YES **NO** Service sidearm duty weapon must be .38/.357 caliber revolver **or** 9 x 19 MM **or** .40 S&W caliber **or** .45 ACP/GAP.

YES **NO** A set of police duty gear which includes: the duty belt, strong-side holster, police-style flashlight, handcuffs, and at least two magazines or speed loaders with belt mounted carriers.

YES **NO** A minimum of **75** rounds for the sidearm. The ammunition is full metal jacketed and is not remanufactured.

YES **NO** Eye and ear protection.

Evaluator's Signature: _____

Evaluator's Comments/Observations: _____

Block #1 – Stage One: Required POST Safety Rules

The participant must legibly print the *four* POST Firearms Safety Rules **exactly** and **precisely** (verbatim) as stated in the Firearms Training Program outline.

1. _____

2. _____

3. _____

4. _____

Block #1 – Stage One: PASS FAIL

Evaluator’s Signature: _____

Evaluator’s Comments /Observations: _____

(Block#1 –Stage Two requires the use of high visibility, fluorescent colored, plastic “dummy” ammunition provided by POST).

Block #1 – Stage Two: Safety and Maintenance

The participant properly:

YES NO Demonstrated loading the weapon

YES NO Demonstrated presenting the weapon

YES NO Demonstrated re-holstering the weapon

YES NO Demonstrated presenting and unloading the weapon.

YES NO Demonstrated field stripping the weapon.

YES NO Described in proper sequence and detail, the proper procedures in the cleaning of the weapon.

Block #1 – Stage Two: PASS FAIL

Evaluator’s Signature: _____

Evaluator’s Comments /Observations: _____

(Block#1 –Stage Three requires the use of high visibility, fluorescent colored, plastic “dummy” ammunition provided by POST).

Block #1 – Stage Three: Weapon Management

The participant properly demonstrated proper ammunition management:

YES NO 1) Combat Reloading

YES NO 2) Tactical Reloading

The participant safely demonstrated the correct way to determine the weapon’s status.

YES NO

The participant properly demonstrated the correct way to clear a weapon malfunction of:

YES NO 1) Failure to Fire

YES NO 2) Failure to Eject

YES NO 3) Failure to Extract

Block #1 – Stage Three: PASS FAIL

Evaluator’s Signature: _____

Evaluator’s Comments /Observations: _____

Block #2 – Handgun Qualification Course

STAGE	DISTANCE	# ROUNDS	TIME	POSITION
1	3 yd. line	2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step right
		2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step left
2	7 yd. line	3 body	5 sec.	Standing, ready Fire while advancing to 3 yd. line
3	1 yd. line	2 body	4 sec.	Standing, holstered, simulating cuffing Draw & fire while taking 3 steps to the rear
4	5 yd. line	2 body	3 sec.	Standing, ready, with handheld flashlight in support hand
		2 body	3 sec.	Standing, ready One hand, strong hand only
5	7 yd. line	2 body	6 sec.	FAILURE TO FIRE Empty Chamber, loaded magazine Standing, holstered 1 step right or left while clearing
6	10 yd. line	2 body 1 body	8 sec.	LOCK BACK – EMPTY RELOAD Loaded Chamber, 1 round in magazine Standing, holstered Draw & fire two rounds 1 step right or left while reloading, After reloading fire third round
7	15 yd. line	2 body	15 sec.	DOUBLE FEED Standing, ready 1 step left or right while clearing, kneel if cover is available
8	25 yd. line	2 body	15 sec.	Standing, holstered Position of choice - standing or kneeling while using cover When done firing, perform tactical reload (tactical reload not time)
9	1 yd. line	2 body 1 head	5 sec.	Standing, holstered 2 shots to the body and 1 shot to the head while taking 3 steps to rear

TOTAL NUMBER OF BODY SHOTS: 24
TOTAL NUMBER OF HEAD SHOTS: 1
TOTAL NUMBER OF ROUNDS FIRED: 25
REQUIRED NUMBER OF ROUNDS ON SILHOUETTE TO QUALIFY: 25

PASS/FAIL _____
(SCORE)

PASS/FAIL _____
(SCORE)

PASS/FAIL _____
(SCORE)

Evaluator's Signature: _____

Block #2 – Handgun Qualification Course

Evaluator's Comments /Observations on failure of the course: _____

**Colorado POST "Skills Testing" Letter for
VERIFICATION AND AUTHORIZATION OF
HANDGUN COMPLIANCE**

Date: _____

TO WHOM IT MAY CONCERN:

I, _____, being a factory-
(PLEASE PRINT FULL NAME)
certified armorer **OR** possessing a gunsmith training certificate, verify
the following handgun to be within minimum factory specifications and
is in a safe working condition:

MAKE OF HANDGUN: _____

MODEL OF HANDGUN: _____

CALIBER OF HANDGUN: _____

SERIAL NUMBER OF HANDGUN: _____

REGISTERED OWNER: _____

OWNER'S ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

I have inspected, disassembled, reassembled, and tested this
weapon and I verify it is safe to operate and meets minimum factory
specifications and factory installed safety components.

Signed: _____

**I have attached a photocopy of my factory armorer certification OR
a photocopy of a diploma from a gunsmith training program.**

FIREARMS TRAINING PROGRAM

Effective July 1, 2016

MINIMUM REQUIRED HOURS: 64

I. FIREARMS SAFETY

Required Minimum Hours: 4

General Learning Goal: The student will handle firearms in a safe manner.

Learning Objectives:

1. The student will demonstrate the safe handling of handguns, in all environments (especially the classroom), including, but not limited to:
 - a. Describe and demonstrate range safety and protocol
 - b. Explain safety rules for handguns
 - c. Discuss and explain common mechanical actions of firearms
 - d. Describe and discuss various methods of safely handling and storing the weapon on/off duty

- A. Four Rules of Firearm Safety
 1. All weapons must be treated as if they are always loaded
 2. Never let the muzzle of a weapon point at anything you are not willing to destroy
 3. Keep your finger off the trigger and out of the trigger guard until the sights are on the target and you are prepared to shoot
 4. Always be certain of the target and beyond

- B. The Firearms Pyramid: Safety, Marksmanship, Speed, Tactics (Teach Safety, Marksmanship, Speed, and Tactics in that Order)

- C. Handling of Handguns: Types and Actions
 1. Safeties on weapons: Decockers, grip-safeties, thumb-safeties
 2. Single-action, single-action only, double-action, double-action only, single/double-action

3. Rendering weapons safe
4. Unfamiliar weapons

D. Positioning of Handguns

1. Holstered and secured, or cased
2. Ready (building-search, low-ready, and cover-search)
3. On target
4. Clearing/malfunctions/reloads (ensure muzzle is pointed down range even if the shooter must reposition his body slightly)
5. Maintenance (ensure muzzle is pointed in a safe direction, remove magazine from the weapon and round from chamber before disassembly)

E. On-Duty Safety

1. Carry condition
2. Weapons handling: Holstered, in vehicles, in gun lockers, inside buildings, around/with other officers

F. Off-Duty Safety

1. At home safety and security
2. In public

G. Range Safety

1. Protocols, range rules
2. Practices
3. Fluorescent plastic dummy ammunition
4. Range commands

5. Firearms safety plan

H. Special Safety Considerations

1. Plainclothes (concealed/secured)
2. In restrooms
3. Alcohol and drug use
4. Ricochets
5. Dry-firing/dry-practice
6. Cleaning
7. Penetration

I. Lead Contamination Considerations

1. Lead and other contaminants are deposited at shooting ranges as rounds are fired. Particles can be dispersed in the air, lay on the ground, or seep into the soil. Health risks are:
 - a. Damage to the brain and nervous system
 - b. Behavioral problems and learning disabilities
 - c. Reproductive problems
 - d. Memory and concentration problems
 - e. Muscle and joint pain
2. Preventive measures while shooting
 - a. Avoid touching mouth/ face area
 - b. Wash your hands thoroughly with cold water and soap before eating and drinking
3. Preventive measures while policing the range
 - a. Do not use head gear to collect brass
 - b. Wear mask when sweeping the range. This is especially applicable for an indoor range
 - c. Wash your hands thoroughly with soap and cold water when done
 - d. Avoid eating and drinking until your hands are clean
4. Preventive measures during weapon maintenance
 - a. Wear latex gloves if possible

- b. Do not touch face/ mouth area. Avoid contact with your eyes
 - c. Clean weapon in area away from places where food is consumed
 - d. Avoid eating or drinking while using gun cleaning equipment
 - e. Insure cleaning equipment (rags, patches, etc.) Are disposed of properly
 - f. When done, wash hands thoroughly with soap and cold water
5. Preventive measures after range departure
- a. Consider changing your clothes as soon as possible. Wash separately from other clothing
 - b. Avoid tracking contamination into your residence by leaving your range shoes or boots outside
 - c. Shower when reasonably possible
 - d. Avoid contact with family members, especially small children, until you have changed clothes and showered

II. EQUIPMENT SELECTION

Required Minimum Hours: 4

General Learning Goal: The student will explain and discuss equipment related to carrying and using a firearm.

Learning Objectives:

- 1. The student will explain and discuss various firearms equipment and alternatives including, but not limited to:
 - a. Service weapons
 - b. Supplemental weapons
 - c. Auxiliary weapons
 - d. Firearms related equipment
- A. Service Weapon
- 1. Weapon type (semi-automatic pistol)
 - 2. Caliber
 - 3. Weapon fit/grip/control
 - 4. Action type

- a. Single-action
 - b. Traditional double-action
 - c. Double-action only, safe-action, etc.
 - 5. Accessibility/conceal-ability/comfort
 - 6. Reliability
 - 7. Agency standard
- B. Supplemental Weapons (Off-Duty/Backup)
- 1. Weapon type (semi-automatic/revolver)
 - 2. Caliber
 - 3. Weapon fit/grip/control
 - 4. Action type
 - a. Single-action
 - b. Traditional double-action
 - c. Double-action only, safe-action, etc.
 - 5. Accessibility/conceal-ability/comfort
 - 6. Reliability
 - 7. Agency standard
- C. Introduction to Auxiliary Weapons
- 1. Shotguns
 - a. Nomenclature of major components
 - b. Action type
 - (1) Single shot
 - (2) Over and under/side by side
 - (3) Pump action
 - (4) Semi-automatic
 - 2. Rifles
 - a. Nomenclature of major components
 - b. Action type
 - (1) Single shot
 - (2) Lever action
 - (3) Pump action

- (4) Bolt action
- (5) Semi-automatic
- (6) Full automatic
- (7) Black powder

- 3. Selective fire weapons
 - a. Nomenclature of major components
 - b. Action type
- 4. Revolvers
 - a. Nomenclature of major components
 - b. Action type
 - (1) Single action
 - (2) Double action
 - (3) Black powder

D. Uniform Duty Equipment: Advantages and Disadvantages

- 1. Holsters
 - a. Level 1, 2, 3 retention
 - b. High ride, mid ride, low ride
 - c. Material: Leather, plastic, nylon
 - d. Maintenance/inspection
- 2. Magazine carriers
 - a. Vertical covered
 - b. Horizontal covered
 - c. Vertical open top
 - d. Maintenance/inspection
- 3. Belts
 - a. Inner and outer belts
 - b. Belt keepers/positioning on belt

E. Non-Uniform Equipment: Advantages and Disadvantages

- 1. Shoulder holsters
 - a. Horizontal
 - b. Vertical (muzzle up and down)
- 2. Ankle holsters
- 3. Purses

4. Fanny packs
5. Other types of holsters
6. Holster retention
 - a. Level 1
 - b. Level 2
 - c. Level 3
7. Accessibility/conceal-ability/comfort
8. Equipment security
 - a. Plastic clip attachments
 - b. Paddle attachments
 - c. Leather with belt loops
9. Magazine carriers: Plastic/leather/nylon
10. Identification/badge: Position in relation to weapon

F. Handgun Accessories: Advantages and Disadvantages

1. Modification to manufacture equipment
 - a. Warranty
 - b. Agency standard
2. Trigger modification/adapters
3. Sights: Night, laser, laser grips, etc.
4. Grips: Rubber/plastic/wood

G. Auxiliary Lighting

1. Types of flashlights
 - a. Battery and re-chargeable
 - b. Size (two, three, four cell, etc.)
 - c. Plastic and metal
 - d. Weapon mounted (Streamlight, Sure Fire, etc. and weapons with and without rails)
2. Flashlight carriers
 - a. Ring holders
 - b. Leather holders (smaller flashlights)
 - c. Pouches for weapon mounted lights

- d. Holsters that accommodate weapon mounted lights
- H. Magazines
 - 1. Duty
 - a. Factory and after market
 - b. Number carried
 - c. Compatibility with back-up weapons
 - d. Agency standard
 - 2. Off-duty
 - a. Factory and after market
 - b. Number carried
 - c. Agency standard

III. WEAPON MAINTENANCE

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate how to clean and service a handgun.

Learning Objectives:

- 1. The student will demonstrate care and cleaning of a weapon including, but not limited to:
 - a. Nomenclature
 - b. Maintenance of weapon and ammunition
 - c. Field stripping
- A. Nomenclature
 - 1. Identify the major components of the handgun
- B. Clearing
 - 1. How to safely clear the law enforcement handgun
 - 2. Remove ammunition from cleaning area
- C. Field Stripping
 - 1. Semi-automatics
 - a. Take down the slide, barrel, and recoil spring assembly
 - b. Frame
 - c. Magazine
- D. Cleaning Equipment/Supplies

1. Solvents
 - a. Toxic
 - b. Non-toxic (water based)

2. Barrel/bore
 - a. Bore brushes: Bronze, nylon, stainless steel (differences, advantages, cautions)
 - b. Bore jag
 - c. Patches

3. Other
 - a. Scrub brushes: Bronze, nylon, stainless steel (differences, advantages, cautions)
 - b. Q-tips
 - c. Pipe cleaners
 - d. Shop rag
 - e. Latex, rubber gloves

E. Cleaning

1. Semi-automatics
 - a. Frame
 - b. Slide: No solvent on night sights
 - c. Barrel
 - d. Magazine

F. Re-Assembly

G. Lubrication

1. Types of lubricant
 - a. Quality gun lubricant
 - b. DO NOT USE WD-40
 - c. Critical areas for lubrication
 - d. Critical areas NOT to lubricate

2. Function checks (use dummy rounds)
 - a. Lock back (empty magazine)
 - b. Feeding
 - c. Chambering
 - d. Extracting
 - e. Ejecting
 - f. Magazine drop

- g. Firing Pin/Pencil Test (COMPLETELY UNLOAD HANDGUN, drop slide, point muzzle up, insert pencil with eraser end in barrel, press trigger, pencil should exit barrel)

- 3. Magazines: Check for serviceability

H. Ammunition

- 1. Abuse
- 2. Penetrating solvents
- 3. Rotation
- 4. Remanufactured
- 5. Check rounds before loading into magazine

IV. BASIC PRINCIPLES OF FIRING A LAW ENFORCEMENT HANDGUN

Required Minimum Hours: 10

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

Learning Objectives:

- 1. The student will demonstrate the basic techniques of marksmanship and shooting using a handgun that will include, but not be limited to:
 - a. Stance
 - b. Grip
 - c. Presentation (draw)
 - d. Sight alignment/sight picture
 - e. Trigger manipulation (trigger press)
 - f. Breath control
 - g. Follow through/recovery

A. Weapons

- 1. Weapon fit
- 2. Safety check

B. Six Basic Fundamentals of Marksmanship

1. Stance
 - a. Stability
 - b. Mobility
 - c. Balance
 - (1) Types of stance
 - (a) Isosceles – Feet shoulder width apart, toes pointing toward target. Body squared up to (facing) target, arms extended straight towards target, and elbows are not bent
 - (b) Weaver (Interview) – Feet shoulder width apart at 45 degrees to target, arms flexed, elbows down
 - (c) Modified (Combat Stance) – The front of the strong foot on line with the back of the support foot, feet at least shoulder width apart, slightly more bend in the knees, leaning more at the waist towards the threat, upper body squared up, and arms extended straight towards the target
2. Grip
 - a. Gun hand position (pressure applied front and rear)
 - b. Support hand position (pressure applied side to side)
 - c. Proper arm tension – Elbows straight using Isosceles, elbows bent using Weaver
 - d. Isometric tension of hands – Push/pull using Weaver
 - e. Amount of hand tension (firm grip)
 - f. Trigger finger position
3. Sight picture/sight alignment
 - a. Sight alignment – The alignment of the sights, both front and rear, with the eyes of the shooter
 - b. Sight picture – The relationship between the sights, target, and the eyes of the shooter
 - c. Use of eyes
 - (1) Both eyes
 - (2) Dominant eye
 - (a) Determination
4. Trigger manipulation (trigger press)
 - a. Definition: The smooth continuous, straight back manipulation of the trigger sufficient to discharge the weapon without disturbing the sight picture/sight alignment (referred to as a “press”)

- b. Trigger re-set: Once the trigger has been pressed and the gun has discharged, the trigger will only be allowed to go forward just enough to reset the sear
 - c. Finger position
5. Breath control
- a. Rapid fire on short strings of shots
 - b. Deliberate slow fire
6. Follow through/recovery
- a. Follow through: Maintaining other marksmanship fundamentals through the firing cycle
 - b. Recovery: Acquiring a new sight picture after every shot with a proper trigger reset

C. Presentation

1. Basic draw of the weapon
- a. Gun hand/proper grip begins with gun in holster
 - b. Withdraw straight up
 - c. Rotate weapon – Muzzle forward
 - d. Support hand joins strong hand for two-handed grip
 - e. Extend weapon towards target
 - a. Target acquisition
2. Close combat draw
- a. Gun hand/proper grip begins with gun in holster
 - b. Withdraw straight up
 - c. Rotate weapon – Muzzle forward
 - d. Weapon retention/close to body
 - e. Support hand – Clear from weapon (guarded position)
 - f. Target acquisition
3. Holster the weapon
- a. Basic draw technique in reverse
 - b. Support hand – Clear from muzzle when placing weapon in holster
 - c. Eyes – Scan 360 degrees before holstering; do not look at gun and holster while holstering. Keep your head and eyes up

V. WEAPON MANAGEMENT

Required Minimum Hours: 4

General Learning Goal: The student will safely and effectively demonstrate proper weapons management using a handgun.

Learning objectives:

1. The student will demonstrate correct loading/reloading and unloading which includes, but is not limited to:
 - a. Ammunition management
 - b. Weapon status
 - c. Malfunctions

Semi-Automatic Pistol: Advantages and Disadvantages

A. Unloading Semi-Automatic Pistols

1. Unloading
 - a. Point the muzzle in a safe direction
 - b. Remove the magazine from the pistol
 - c. Work the slide backwards to eject any round in the chamber
 - (1) Do not attempt to catch or prevent the round from falling to the ground
 - (2) Allow the round to fall to the ground
 - d. Use the slide stop to lock the slide back. Visually and physically inspect the chamber
 - e. Any instructions related to manufacture or agency procedures

B. Loading Semi-Automatic Pistols

1. Point the muzzle in a safe direction
2. With the slide locked back
 - a. Insert a loaded magazine into the magazine well and push firmly until it locks into place
 - b. Release the slide by either using the slide release lever or grabbing the serrated portion of the slide and pulling it back to chamber a round
3. With the slide forward in battery

- a. Insert a loaded magazine into the magazine well and push firmly until it locks into place
- b. Grasp the slide by the serrated portion and pull it all the way back
- c. Release the slide and let the spring action carry the slide forward
- d. Engage any appropriate safety or de-cocking lever

C. Tactical Reloading a Semi-Automatic Pistol: Advantages and Disadvantages

1. When
2. Left/right hand procedure
3. Benefits of going for fresh magazine first vs. the partial magazine first
 - a. Fresh magazine first: Used in cases where there is a magazine disconnect in the handgun. The advantage is that the gun will be able to fire the last few rounds as long as the magazine is seated in the gun. The disadvantage is that the officer will be handling two magazines in one hand under stress
 - b. Taking old magazine first: Used in most other cases. The advantage is that the motion more closely resembles the motion of a combat reload (commonality of training). The disadvantage is that the officer only has one round to shoot during the transition
 - c. Stowage of partial magazine

D. Combat Reloading a Semi-Automatic Pistol: Advantages and Disadvantages

1. When
2. Left/right hand procedure

E. Malfunction Clearance

1. TAP-RACK-ASSESS (failure to fire, failure to eject)
2. Unload gun and then reload gun (failure to extract)
 - a. Strip magazine or lock slide to the rear before stripping magazine

- b. Work slide 2-3 times to eject shell casing
- c. Place magazine into magazine well
- d. Rack slide and assess threat
- e. Other techniques may be taught at the lead instructor's discretion

F. Malfunction Causes

- 1. Feedway stoppages
 - a. Improper ammunition
 - b. Magazine not seated properly
 - c. Faulty magazine
 - d. Obstructed chamber
 - e. Slide stop early
- 2. Failure to fire
 - a. Improper ammunition
 - b. Misfire or empty chamber
 - c. Magazine not seated properly
 - d. Broken firing pin/pin spring
 - e. Slide not in battery
- 3. Failure to extract (double feed)
 - a. Improper ammunition
 - b. Dirty extractor
 - c. Dirty chamber
 - d. Broken/worn extractor
 - e. Stuck case
- 4. Failure to eject (stovepipe)
 - a. Improper ammunition
 - b. Magazine not seated
 - c. Weapon dirty/not lubricated
 - d. Broken ejector
 - e. Broken extractor
 - f. Limp wrist
 - g. Other

G. Weapon Status

- 1. Press check
 - a. Keep muzzle directed away from body parts
 - b. Visual vs. physical press check

2. In the holster
3. Out of the holster

VI. DECISIONAL SHOOTING

Required Minimum Hours: 6

General Learning Goal: The student will explain, discuss and demonstrate the firearms role regarding the legal use of force.

Learning Objectives:

1. The student will identify and describe the physiological and psychological forces that affect a person threatened with danger including, but not limited to:
 - a. Legal shooting decisions
 - b. Shooter's responsibilities
 - c. Mind set conditions
 - d. Articulation of decisions

Method of Instruction:

1. A minimum of 5 live fire decisional shooting exercises must be conducted per student
 2. A minimum of 2 force on force decisional shooting scenarios must be conducted per student
 3. Ratio of one to one instructor to student ratio required during all live fire decisional shooting exercises and force on force decisional scenarios
- A. Discuss the Following Points Prior to Any Live Fire or Force on Force Decisional Scenarios
1. The use of deadly force is authorized by law in the performance of an officer's duties. Review the current statute 18-1-707(2), C.R.S.
 2. Decisions to shoot must be based on the lawful use of deadly force; considerations are:
 - a. Jeopardy: Your perception of imminent danger or suffering serious bodily injury to self or others
 - b. Opportunity: Suspects range; distance related to weapon
 - c. Ability: Your perception is the key

3. Responsibilities of the shooters:
 - a. The shooters are 100% responsible for 100% of the rounds the shooters fire 100% of the time
 - b. The shooters must be able to articulate the elements of Jeopardy, Opportunity and Ability
 - c. An officer is not authorized to use deadly force on a subject just because he/she is a fleeing felon
 - d. The shooters must be able to articulate their actions through the totality of the circumstances
 - (1) What did the officer know prior to the shooting
 - (2) What could the officer have known prior to the shooting
 - e. The shooters' actions must be objectively reasonable by established case law

4. Mind set conditions
 - a. Awareness and readiness
 - b. Transition zones – Can be described using color codes of danger
 - (1) White – No perception of danger
 - (2) Yellow – Relaxed awareness whenever armed
 - (3) Orange – Alerted possible danger: High level of sensory awareness
 - (4) Red – Armed encounter – You are in jeopardy, react
 - (5) Black – Panic, hyper-vigilance, ill prepared
 - c. Effects of hesitation/panic

5. Edged and blunt weapon considerations

B. Live Fire Decisional Shoot Exercises

1. Shoot targets must have weapons clearly visible
2. The students are required to articulate their decisions on each exercise

C. Force on Force Decisional Shoot Scenarios

1. A safety officer must be designated and safety procedures in place to ensure that no live ammunition is on any student or instructor
2. Any medium that forces the student to react to a real person's actions or force can be used. Examples are paintball, Simunitions and Airsoft

3. If the manufacturer of the medium has written safety guidelines, they will be adhered to
4. These scenarios should be scheduled to include items taught in building search, DIM LIGHT SHOOTING and TACTICAL SITUATIONS
5. The students are required to articulate their actions from the start of the scenario to its conclusion (totality of the circumstances)

VII. TACTICAL SITUATIONS

Required Minimum Hours: 24

General Learning Goal: The student will demonstrate commonly recognized survival based shooting techniques.

Learning Objectives:

1. The student will demonstrate shooting positions, tactics, and shooting under unusual conditions including, but not limited to:
 - a. Shot placement
 - b. Cover/concealment
 - c. Positional shooting
 - d. Movement shooting
 - e. Shooting from and around a vehicle or simulated vehicle
 - f. Multiple targets and selection
 - g. Close combat
 - h. One hand shooting, reloading, and malfunction clearing (strong and support hand)
 - i. Deadly force/less lethal force transitions
 - j. Long range shooting

Method of Instruction:

1. A minimum of three live fire multiple threat exercises must be conducted per student
2. An instructor to student ratio of one to four is required during live fire exercises
3. The lead instructor will emphasize the four rules of firearms safety

4. This ratio shall not include the instructor running the range exercise
- A. Shot Placement
 1. Knowledge of the effects of terminal ballistics as they relate to:
 - a. Central nervous system (head)
 - b. Loss of blood/oxygen (center mass)
 - c. Upper chest (more likely to hit something vital)
 - d. Mobility of the threat (pelvic)
 - e. Targets of opportunity
 2. Effect of barriers and shot placement
 - B. Cover/Concealment
 1. Definitions
 - a. Cover: Anything that stops, turns, or impedes direct or indirect fire
 - b. Concealment: Keeps you from being seen
 2. Cover
 - a. Objects
 - b. Interior walls and doors
 - c. Exterior walls and doors
 - d. Weapon/ballistic performance, *i.e.*, handgun, shotgun, rifle
 - e. Just as important in periods of limited visibility
 - f. Emphasize standing back from cover because it allows the shooter to transition from the left to right side of the cover without depressing or elevating the muzzle; it increases the shooter's field of vision, and exposes less of the shooter's body to the threat
 - g. When attaining a sight picture from behind cover, ensure the muzzle is clear of the cover
 - h. Consideration must be given to suspect's location
 3. Concealment
 - a. Tactical deployment and approach
 - b. Darkness
 - C. Positional Shooting: Advantages and Disadvantages
 1. Kneeling
 - a. Speed kneeling/unsupported
 - b. Supported/braced

- c. Double kneeling
 - 2. Prone
 - a. Prone
 - b. Rollover prone
 - c. Perpendicular prone (similar to rollover prone but the shooter's body is parallel to cover such as a curb, pipe, low wall, etc.)
 - 3. Supine
 - a. Shoot from the supine position
 - b. Fight to a kneeling position
 - c. Fight to a standing position
 - d. Supine position training can be conducted using an empty and safe gun or with Simunitions/Airsoft
 - 4. Squatting
 - 5. Sitting
- D. Movement Shooting: Advantages and Disadvantages
 - 1. Pivots and turns
 - 2. Off-set shooting (angle shooting)
 - 3. Moving threats
 - a. Threats moving laterally
 - b. Threats moving towards shooter
 - c. Threats moving away from shooter
 - 4. Moving shooter (shooting and movement at the same time)
 - a. Lateral movement shoulders squared up towards the threat
 - b. Diagonal movement towards and away from the threat
 - c. Forward movement from the 25 yard line to the 5 yard line (active shooter engagement drills)
 - d. Rear movement away from the threat
 - 5. Moving threats and moving shooter
 - a. When feasible, team up students with a partner so that students can move as a team
 - b. When shooting while advancing, have students move in teams (response to active shooter)
 - c. Emphasis should be placed on students communicating with each other and ensuring muzzle discipline

E. Shooting From and Around a Vehicle

1. From within a vehicle, students should engage threat(s) to the front and be prepared to move to cover adjacent to or behind the vehicle with and without a partner
 - a. Seat belt must be disengaged and cleared away from the duty belt
 - b. Focus must be on the threat
 - c. Ensure vehicle is placed into park
 - d. Handgun must be removed safely from the holster without the muzzle covering the student or his partner
 - e. Ensure weapon safely clears the steering wheel
 - f. Communication is critical when students are covering and moving
2. Each student should perform these exercises as an individual officer and/or with a partner (can be conducted with an empty and safe gun or Simunition/Airsoft)

F. Multiple Threats

1. Assessment: During an intense, uncertain, and rapidly evolving deadly encounter, officers will address threats as they are perceived
2. Tactical considerations
 - a. Awareness and avoidance are the best option
 - b. Maintain space between you and threats
 - c. Retain ability to maneuver
 - d. Make your shots count
 - e. Use cover if available
 - f. Be prepared to fight to the finish
 - g. Withdraw if tactical situation warrants it

G. Close Combat/Close Quarters

1. Close combat
 - a. Reaction time
 - b. Weapon retention
 - c. Stepping to the left or right while drawing
 - d. Disarming or blocking threat first vs. drawing weapon first
2. Close quarters
 - a. Use of sights vs. point shooting
 - b. Presentation

- c. Stepping to the left or right while drawing
- d. Keep moving

H. One Hand Shooting (Strong/Support): Advantages and Disadvantages

- 1. Reason to use one hand
 - a. Injury
 - b. Other hand dedicated to other effort
- 2. Marksmanship: Strong/support
- 3. Presentation: Strong/support
- 4. Reloading: Strong/support (back-up gun considerations)
- 5. Malfunction clearances: Strong/support (back-up gun considerations)
- 6. Students must demonstrate proficiency in one-handed proper weapon presentation, reloading, and malfunction clearances with both the strong and support hand during drills without any assistance

I. Deadly Force/Less Lethal Force Transitions

- 1. Transition from deadly force (handgun) to less lethal (baton, TASER, O.C. spray, handcuffs, empty hands)
- 2. Transition from less lethal (baton, TASER, O.C. spray, handcuffs, empty hands) to deadly force (handgun)

J. Long Range Shooting (25 Yards and Beyond): Advantages and Disadvantages

- 1. Distance vs. survivability
- 2. Range of handgun and officer responsibility
- 3. Tactic
 - a. Cover
 - b. Principles of marksmanship
 - c. Threat of rifle/shotgun slugs
 - d. Shooting positions

- e. Advantages and disadvantages of using cover to provide a stable braced position

K. Scanning, Searching, and Ready Position

VIII. DIM LIGHT SHOOTING

Required Minimum Hours: 8

General Learning Goal: The student will safely and effectively utilize and fire a weapon under dim light conditions.

Learning Objectives:

1. The student will demonstrate techniques and tactics utilized in dim light shooting including, but not limited to:
 - a. Shooting without a flashlight
 - b. Flashlight techniques
 - c. Cover/concealment
 - d. Movement
 - e. Reloading
 - f. Malfunction clearances
 - g. Target indicators

Method of Instruction:

1. Prerequisite: Forty (40) hours of the firearms program must be completed prior to the dim light shooting (8 hours of classroom and 32 hours of range instruction)
 2. For dim light shooting that requires movement, the instructor to student ratio shall be 1:4 with an emphasis on the four rules of firearms safety. This ratio shall not include the instructor running the range exercise
- A. How Light Affects the Eyes (Knowing How the Eyes are Affected by Light is Important Because Low Light/Dim Light Conditions Do NOT Relieve an Officer from the Requirement to Identify a Threat)
1. Rods and cones
 2. Eye adjustment to light and darkness
 - a. The eye pupil requires about 5 seconds to constrict when going from darkness to light
 - b. The eye pupil requires about 3 minutes to dilate when going from light to darkness

- (1) Give your eyes time to adjust to available light.
(DON'T RUSH IN)
- (2) When using a flashlight, quick flashes will hurt your vision less than a continuous beam
- (3) Your flashlight, if shined in the suspect's eyes, will temporarily and partially blind and disorient him
- (4) The beam of a flashlight can cause permanent damage if shined directly into the open eyes for several seconds

3. Glasses
 - a. Transitional lenses
 - b. Tinted

B. Seven Primary Target Indicators

1. Sound (be as quiet as possible and listen carefully)
 - a. Test yourself in duty uniform and jump up and down
 - b. How much noise do you make
 - c. What can you do to eliminate the noise
2. Movement (eyes are naturally attracted to movement)
3. Reflection (examples include glasses, face of a watch, cell phone, badge)
4. Contrast (difference in color/shade/or hue)
5. Outline (perfect examples are doorways, windows, hallways, stairwells, ridgelines)
6. Smell (examples include the smell of alcohol, cigarettes, body odor, hairspray, cologne)
7. Light (examples include the flashing or glowing light on cell phone, pager, or iPod, the glow of night sights, the beam of your flashlight)

C. Dim Light Techniques Without a Flashlight: Advantages and Disadvantages

1. Let your eyes adjust while standing in the dark, preferably from behind cover
2. A light colored building will silhouette you as much as a light

3. Use shadows
 4. Use cover/concealment
 - a. Different in the dark than during daylight
 - b. Flashlight must protrude past your cover for maximum illumination on the threat and to prevent back splash light from illuminating the officer
 5. Work corners
 6. Use/stay away from light
 7. Don't silhouette yourself or backlight other officers
 8. Doorways
 9. Lights (turn them on or leave them off)
 10. Grip (use standard two handed hold)
 11. Aim (may require the use of ambient light to get the proper sight picture or sight alignment; use of sights vs. point shooting)
 12. Practice
 13. Target identification
 14. Shoot and move (if not already behind cover)
 15. Night sights, lasers and other dim light aids/optics
 16. Scanning/off-set vision
 17. Must be able to navigate, locate, identify and engage
- D. Types of Flashlights (Advantages/Disadvantages):
1. Weapon-mounted vs. hand-held
 2. Type of beam
 - a. Flood
 - b. Stream
 - c. Adjustable beam

- d. LED vs. incandescent
 - e. Strobe
 - f. Colors
3. Flashlight sizes
 - a. Width determined by battery size
 - b. Length and power
 - c. Batteries (rechargeable vs. disposable)
 4. Switches
 - a. Side button
 - b. End button
 - c. Momentary
- E. Using the Flashlight While Shooting or Searching (Advantages/Disadvantages)
1. Method(s) of holding; techniques
 - a. Harries method
 - (1) Flashlight is in support hand and under the gun hand wrist with the backs of the hands pressed together
 - (2) If the flashlight is too long, it may rest on the forearm of the gun hand
 - (3) In this position, the button is best activated with the finger if using a side button flashlight, or the thumb if using an end button flashlight
 - b. Chapman method (flashlight is in support hand and pressed along the support side of the gun hand)
 - c. Rogers or syringe method (flashlight is held between the fingers and the thumb or the base of the palm when activating the end button)
 - d. One-handed
 - (1) FBI
 - (2) Neck-index
 - (3) Other
- F. Activating the Flashlight and Shooting
1. Identify your target
 2. Momentary light may need to stay on in order to observe suspect movement or weapons; even if shots are necessary, it may be best to keep light on the threat so as to not give the suspect the advantage of darkness

3. Illuminate/assess/shoot/move/cover

G. Reloading

1. Light on/off

2. Cover/concealment – Ensure sights, muzzle, and light are clear of the cover

3. Combat reload

4. Tactical reload

H. Malfunction Clearances: What Do You Do With the Flashlight

I. Exercises:

1. Minimum 50 rounds without a flashlight

2. Minimum 50 rounds with a flashlight

IX. OFF DUTY/PLAIN CLOTHES

Required Minimum Hours: 1

General Learning Goal: The student will explain and discuss tactical considerations when off duty, in plain clothes or working under cover.

Learning Objectives:

1. The student will identify and discuss the legal and tactical considerations when taking police action while off duty, in plain clothes or working under cover. Considerations will include, but not be limited to:

a. Peace officers responsibility while off duty

b. Responsibilities of the off duty/UC officer

c. Department regulations concerning off duty police actions

d. Off duty equipment

A. C.R.S. 16-2.5-101 Peace Officer – Defined – General Authority

1. In part, a peace officer “has the authority to enforce all laws of the state of Colorado while acting within the scope of his or her authority and in the performance of his or her duties.”

2. “A peace officer certified by the peace officer standards and training board shall have the authority to carry firearms at all times, concealed or otherwise, subject to the written firearms policy created by the agency employing the peace officer.”

B. Responsibilities of the Off Duty, Plain Clothed or Undercover Officer

1. Tactical considerations before taking action
 - a. Not readily recognized as a peace officer
 - b. No radio or vest
 - c. Probably lesser gun than duty weapon
 - d. Department policy
 - e. Better to be a good witness
 - f. Loud verbal commands identifying yourself to officers and witnesses
 - g. Family/friends considerations
2. It is the responsibility of the off duty, plain clothed or undercover officer NOT to be shot by uniform officers
3. Responding uniform officers are in charge. Comply with all commands given

C. Equipment Considerations

1. Department policy on required equipment to be carried off duty or in plain clothes
2. Badge and/or ID that can be easily held up or displayed for responding officers and citizens
3. Additional ammunition
4. Cell phone

X. HANDGUN QUALIFICATION COURSE

Required Minimum Hours: 1

General Learning Goal: The student will qualify with a handgun at a range using the POST approved course.

Learning objectives: The student will pass the POST approved Handgun Qualification Course.

Method of Instruction:

1. The student will be allowed a maximum of four (4) formal attempts to pass the Course.
2. A formal attempt on the Handgun Qualification Course is an announced attempt prior to the qualification for record (it is not a practice attempt).
3. The remediation procedures for a failed formal attempt are as follows:
 - a. 1st failure: Number of hours of remediation is at the discretion of the lead instructor/academy director between the first and second formal attempts.
 - b. 2nd failure: Minimum of four hours of remediation (no maximum) between second and third formal attempts.
 - c. 3rd failure: Number of hours of remediation is at the discretion of the lead instructor/academy director between the third and fourth formal attempts.
 - d. The remediation curriculum will be left to the discretion of the academy director and lead firearms instructor for the affected academy.
 - e. Failure of a fourth formal attempt will require the student to successfully complete the entire firearms training program at a POST-approved basic or reserve academy.
4. Materials needed
 - a. Instructors: Timing device, signaling device
 - b. Students: Firearm, duty gear, reloading device, eye/ear protection
5. Required ratio
 - a. Ratio of 1 to 4 instructor to students
 - b. **This ratio shall not include the instructor running the qualification course**
6. Throughout the training, students will load and unload as instructed and begin each stage with the weapon holstered.

Course Information:

- A. Target: The target used for formal qualification attempts will be the Colorado POST target (a modified TQ 15). The target has no scoring rings and a head shot is designated by a dotted line at the chin line. The target depicts a handgun pointing directly at the shooter attempting the qualification course.

This qualification course is a pass/fail course and all rounds must be fired and must be on the silhouette to pass. The stipulated head shot must be in the head on or above the chin line of the target. Failure to accurately place the head shot in the head will result in a DNQ. Any rounds not accounted for on the target will result in a DNQ.

- B. General: At the discretion of the instructor alibis are allowed for immediate action malfunctions.
1. The course must be fired in the given order. All rounds MUST be fired exactly as described and within the time parameters for each stage. Failure to fire all 25 rounds as described will result in a "Does Not Qualify" (DNQ).
 2. Verbal challenges are optional, verbiage and usage is at the academy/agency discretion.
 3. For the purpose of this qualification course, the "standby position" (meaning that the next command will likely be the stimulus to fire) is defined as the hands together and touching (not intertwined) above the waist level in front of the shooter.
 4. "Draw" is defined as starting with the weapon in a secured holster.
 5. For the purpose of this qualification course, "ready" is defined as the muzzle of the weapon depressed below the point of aim with the trigger finger outside of the trigger guard and indexed along the side of the slide/frame.
 6. For the purpose of this qualification course, "cover" is defined by the facilities available at the range and according to the instructions of the instructor, but must use an actual barricade/barrel/object.
 7. There are no alibis for failure to obtain time limits.

8. For the purpose of this qualification course, cuffing may be done with actual handcuffs OR with a similar size object (block of wood, empty 50 round ammo box, etc.).
9. For the purpose of this qualification course, “head shot” is defined as the head above the neckline. A “no shoot” on the head shot is a DNQ.
10. For the purpose of this qualification course, the flashlight in Stage 4 must be handheld and will be in addition to a pistol mounted light. The student must use an acceptable handheld flashlight method for qualification as taught in the firearms program.
11. Ammunition management is the shooter’s responsibility.

C. COURSE

STAGE	DISTANCE	# ROUNDS	TIME	POSITION
1	3 yd. line	2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step right
		2 body	4 sec.	Standing, holstered, centered Draw & fire while taking 1 step left
2	7 yd. line	3 body	5 sec.	Standing, ready Fire while advancing to 3 yd. line
3	1 yd. line	2 body	4 sec.	Standing, holstered, simulating cuffing Draw & fire while taking 3 steps to the rear
4	5 yd. line	2 body	3 sec.	Standing, ready, with handheld flashlight in support hand
		2 body	3 sec.	Standing, ready One hand, strong hand only
5	7 yd. line	2 body	6 sec.	FAILURE TO FIRE Empty chamber, loaded magazine Standing, holstered 1 step right or left while clearing
6	10 yd. line	2 body 1 body	8 sec.	LOCK BACK – COMBAT RELOAD Loaded chamber, 1 round in magazine Standing, at a ready position Fire two rounds then take 1 step right or left while reloading After reloading, fire third round
7	15 yd. line	2 body	15 sec.	DOUBLE FEED Standing, ready 1 step left or right while clearing or move to a covered standing or kneeling position while clearing
8	25 yd. line	2 body	15 sec.	Standing, holstered Position of choice – standing or kneeling while using cover When the target faces away or after the 15 seconds, perform tactical reload (not timed)
9	1 yd. line	2 body 1 head	5 sec.	Standing, holstered 2 shots to the body and 1 shot to the head while taking 3 steps to rear

TOTAL NUMBER OF BODY SHOTS: 24
TOTAL NUMBER OF HEAD SHOTS: 1
TOTAL NUMBER OF ROUNDS FIRED: 25

REQUIRED NUMBER OF ROUNDS ON SILHOUETTE TO QUALIFY: 25

EXPLANATION OF EACH STAGE OF FIRE

Stage 1, 3 yards The shooter stands in front of target with the weapon loaded, charged and secured in the holster. On the command to fire the shooter draws while taking 1 step to the right and fires 2 rounds to the body of the target. Time allowed is 4 seconds. The shooter stands in front of target with the weapon loaded, charged, and secured in the holster. On the command to fire, the shooter draws while taking 1 step to the left and fires 2 rounds to the body of the target. Time allowed is 4 seconds.

Stage 2, 7 yards The shooter stands in front of the target with the weapon loaded, charged, and at the ready position. On the command to fire the shooter fires 3 rounds to the body while advancing to the 3 yard line. The time allowed is 5 seconds.

Stage 3, 1 yard The shooter stands in front of the target with the weapon loaded, charged, and secured in the holster. The shooter will simulate handcuffing by having handcuffs in one hand with the other hand out in front ready to defend. On the command to fire, the shooter will drop the handcuffs, draw, assume a two handed shooting position, and fire 2 rounds to the body while taking 3 steps to the rear. Time allowed is 4 seconds.

Stage 4, 5 yards The shooter stands in front of the target with the weapon loaded, charged, and at the ready position with the flashlight held in the support hand. On the command to fire, the shooter will fire 2 rounds to the body using an acceptable handheld flashlight method. Time allowed is 3 seconds. The shooter stands in front of the target with the weapon loaded, charged, and at the ready position. On the command to fire, the shooter will fire 2 rounds to the body one handed, strong hand only. Time allowed is 3 seconds.

Stage 5, 7 yards PRIOR TO BEGINNING THIS STAGE, WEAPON WILL BE CONFIGURED SO THAT THE CHAMBER OF THE WEAPON IS EMPTY WITH A LOADED MAGAZINE SEATED IN THE WEAPON.

The shooter stands in front of the target with the weapon secured in the holster. On the command to fire, the shooter will draw and attempt to fire the weapon. The shooter will apply immediate action while stepping to the left or right (direction will be determined by the lead instructor) and fire 2 rounds to the body. Time allowed is 6 seconds.

Stage 6, 10 yards **PRIOR TO BEGINNING THIS STAGE, THE WEAPON WILL BE CONFIGURED SO THAT THE CHAMBER IS LOADED WITH ONLY 1 ROUND IN THE MAGAZINE (THIS WILL ENSURE THE SLIDE WILL LOCK BACK TO THE REAR AFTER FIRING 2 ROUNDS).**

The shooter stands in front of the target with the weapon loaded, charged, and held at a ready position. On the command to fire, the shooter will fire 2 rounds to the body. After the slide locks to the rear, the shooter will perform a combat reload while stepping to the right or left (direction will be determined by the lead instructor) and fire 1 round to the body. Time allowed is 8 seconds.

Stage 7, 15 yards **PRIOR TO BEGINNING THIS STAGE, THE WEAPON WILL BE CONFIGURED SO THAT THE WEAPON HAS A DOUBLE FEED (FAILURE TO EXTRACT). THERE WILL BE AN EMPTY CASING OR FLUORESCENT COLORED “DUMMY ROUND” IN THE CHAMBER AND A LOADED MAGAZINE SEATED IN THE WEAPON WITH THE SLIDE FORWARD SO THAT THE TOP ROUND IN THE MAGAZINE PRESSES AGAINST THE CASING IN THE CHAMBER.**

The shooter stands in front of the target with the weapon at the ready position. On the command to fire, the shooter will attempt to fire the weapon. The shooter will clear the malfunction while taking 1 step to the right or left (direction will be determined by lead instructor) and fire 2 rounds to the body. If cover is available, the shooter will move to a covered kneeling position or a covered standing position while clearing the malfunction. Time allowed is 15 seconds.

Stage 8, 25 yards The shooter stands in front of the target with the weapon loaded, charged, and weapon secured in the holster. On the command to fire, the shooter will draw while moving to cover and fire 2 rounds to the body. The shooter has the option to fire from a covered standing or covered kneeling position. The

shooter has the option to fire from a braced position using his cover. Time allowed is 15 seconds. When the target faces away, or after the 15 seconds, the shooter will perform a tactical reload (not timed).

Stage 9, 1 yard **PRIOR TO BEGINNING THIS STAGE, ENSURE ANY SHOTS TO THE HEAD OF THE TARGET ARE MARKED.**

The shooter stands in front of the target with the weapon loaded, charged, and weapon secured in the holster. On the command to fire, the shooter will draw and fire 2 rounds to the body then 1 round to the head while taking 3 steps to the rear. Time allowed is 5 seconds.

XI. POST INSPECTIONS

- A. Inspections may be done at any time during the entire program and may either be announced or unannounced.
- B. In addition to the documentation required by Rules 21 and 24, the following items must be available during inspections:
 - 1. Daily schedule that includes the dates or day of the program, training to be conducted, and lecture hours per date or day of the program, as applicable.
 - 2. Current lesson plan being used by the academy.
 - 3. First aid kit and appropriate written safety plan.
 - 4. Range flags, lights or signs to indicate that the range is in use.
 - 5. Appropriate high visibility, fluorescent dummy ammunition.