

Tulare County Sheriff's Department

40 Hour Basic Sidearm

Day 1

A. Introductions

- (1) Instructor
- (2) Class

B. Class preview and expectations

- (1) The students will be expected arrive on time for each and every session (Class starts, lunch, breaks)
- (2) The students will be expected to be dressed casually but appropriately.
- (3) The students will be expected to have all their assigned and necessary equipment.
- (4) The students will be expected to have their PPE (Eyes, ears, skin) weather dependent.
- (5) The students will be expected to be in good physical shape to perform a variety of movements.
- (6) The students will be expected to demonstrate safe weapon handling and manipulation.
- (7) The students will be expected to pass the written exam.
- (8) The students will be expected to shoot a minimum qualifying score of 80%.
- (9) The students will be expected to participate in every aspect of the course.
- (10) The students will be expected to conduct themselves professionally and appropriately.

C. Student introduction and familiarization

D. Questions, thoughts, concerns:

E. Gear Familiarization

- (1) The students will have all of the gear assigned to them.
- (2) They will situate the gear on their belts as they see fit with hints from the instructors.

F. Practical application

- (1) The students will then attempt to access and manipulate their gear from a variety of positions.
 - (1) Standing
 - (a) Left arm only
 - (b) Right arm only

(2) Sitting

- (a) Left arm only
- (b) Right arm only
- (c) Gear in the back
- (d) Gear in the front

(3) Laying on the ground

- (a) Laying on stomach
 - (i) Identifying how or what adjustments may need to be made
 - 1. b. Laying on back
 - i. Identifying how or what adjustments may need to be made
 - ii. Can you fight from this position and have access to you tools
 - b. On either side
 - i. Discussion about fighting positions as it relates to gear placement

2. Make any identified adjustments

G. Policy, Procedure, Case Law

(1) Use of Force

(1) Purpose and scope

- (a) Guidelines for professional, impartial and reasonable force
- (b) Scenarios

(2) Definitions

- (a) Deadly Force
- (b) Force

(3) Duty to Intercede

(a) Purpose and Scope

(i) Guidelines and professionalism

- 1. Deputies are accountable for theirs and their partner's use of force

(b) Use of Force

(i) Only the amount of force necessary

- 1. Graham V Conner
 - a. Case description
- 2. Reasonableness

- a. Defined
- 3. Options other than firearm
 - a. Communication/De-escalation
 - b. Levels of physical force
 - c. Deadly force weapons
- (c) Use of force to effect an arrest (CA PC 8.35a)
 - (i) Use of force to effect an arrest
 - 1. To effect an arrest
 - a. Level of force reasonably necessary
 - i. Probable cause
 - ii. Reasonable suspicion
 - 2. Prevent escape
 - a. Tennessee V Garner
 - i. Ex: 75 year old female victim of domestic abuse
 - 3. Overcome resistance
 - a. Graham V Conner
 - i. Define resistance
 - ii. Pre-assaultive indicators
- (d) Factors in determining the reasonableness of force
 - (i) Define CA PC 149
 - 1. Another Officer with same or similar training and experience
 - 2. Faced with same or similar set of circumstances
 - 3. Would have acted the same way or in similar fashion
 - 4. Using the same or similar judgement
 - 5. Under the established law at the time
 - (ii) Read the list of factors and discuss individually
- (e) Pain compliance techniques (Class Discussion Only and Policy Review as it relates to "Force Options")
 - 1. The Deputy shall successfully complete the training
 - 2. The degree to which the application is applied
 - 3. Whether the person is able to comply
 - 4. Whether the person has been given the time and space to comply
 - 5. Discontinuing the pain compliance technique

- a. When
 - b. Why
- (f) Carotid Control Hold (Class Discussion Only and Policy Review as it relates to “Force Options”)
- (i) The dangers associated and high potential for serious injury
 1. The Deputy shall successfully complete the training
 2. Circumstances in which it may be applied
 - a. Violently resisting
 - b. By words or actions has demonstrated intent of violence
 3. When it should be avoided
 - a. Females known to be pregnant
 - b. The elderly
 - c. Obvious juveniles
 4. If applied, medical requirement
 5. Duty to inform the receiving custodial staff
 6. Duty to report to supervisor
 7. Duty to document in report or by interview
- (4) Deadly Force Applications
- (a) Belief and articulation of imminent threat of serious bodily injury or death
 - (i) Define imminent
 1. Not mere possibility
 - (ii) Define serious bodily injury
 1. Loss of consciousness
 2. Bone fracture
 3. Concussion
 4. Would require suturing
 5. Protracted loss/impairment of a body part or organ
 - (b) To stop a fleeing felon
 - (i) Believed facts at the time
 - (ii) Articulate set of observations
 - (iii) Reasonableness of fear
 1. Weapons
 2. Capability

3. Previous actions

- (5) Shooting at or from moving vehicles
 - (a) Generally discouraged
 - (b) Rarely effective
 - (c) Should move out of the way of an approaching vehicle
 - (i) Only fire when it appears it is the only alternative
- (6) Reporting the use of force
 - (a) Reporting all use of force
 - (i) Appropriate report depending on the incident
 - (ii) Factors perceived
 - (iii) Why it was reasonable
 - (iv) To collect data for departmental and state use
- (7) Notification to supervisors
 - (a) Shall be made as soon as practical
 - (i) List the 9 examples and discuss
- (8) Reporting to California Department of Justice
 - (a) Records supervisor or designee responsibility
 - (i) Officer Involved Shooting
 - (ii) Use of force resulting in serious bodily injury
- (9) Medical consideration
 - (a) Medical assistance shall be obtained
 - (i) Physical signs of distress as a result of the use of force
 - (ii) Visible injury
 - (iii) Complaint of injury or pain
- (10) Supervisor Responsibilities
 - (a) Obtain basic facts
 - (b) Ensure the injured are treated
 - (c) If possible, obtain a separate recorded statement (Miranda)
 - (i) Should not be included in criminal filing
 - (ii) Separate report
 - (iii) Retain recorded statement separately for possible civil litigation
 - (iv) Photographs
 - (v) Identify and interview witnesses

- (vi) Review and approve related reports
- (vii) Determine if there is perceived claim of civil litigation
 - 1. Brief and provide the appropriate information
- (viii) Complete Use of Force review form or,
- (ix) Submit for IA purposes if necessary

(H) Fighting stance

- (11) Basic body shooting fundamentals
 - (a) Isosceles
 - (i) Both feet somewhat parallel
 - (ii) Advantages with body armor
 - (iii) Ability to move from the position
 - (b) Weaver
 - (i) Strong side foot back at approximate 45 degree angle
 - (ii) Disadvantages with body armor
 - (iii) Comfort
 - (iv) Ability to move from the position
- (12) Knees slightly bent
- (13) Not kneeling but bent
- (14) Not exaggerated in the hips
- (15) Core
- (16) Controlled steady breathing through the nose
- (17) Firm but not exhaustive
- (18) Slightly forward
- (19) Shoulders
 - (a) Forward over the hips
 - (b) Up but not strained
 - (c) Ability to draw forward not back

(I) Four-step draw (Weapons Safety Check)

- 1) Firearm in the holster hooded/snapped every time (We train how we fight)
 - a) From the fighting stance the strong hand comes down with a firm grip on the firearm
 - b) While gripping the gun with index finger pointed straight down
 - c) Release hood/snap (and/or other retention mechanisms)

- d) Discussing the importance of finger placement for next step
- 2) Draw the firearm straight up
 - a) As the firearm clears the leather the index finger must slide to frame
 - b) Clear the holster just enough for next step
 - c) Emphasize body contortions at this point
 - 3) Point the firearm center mass at the target in front of you
 - a) The wrist should break down
 - b) Important to not let the Deputies roll their body backwards
 - c) Elbow should drop slightly
 - d) Weapon should cant to the right/left (depending on dominant hand)
 - i) Explanation as to the cant
 - (1) Single shot (Failure to load)
 - e) The support hand should be moving to the center mass in close
 - i) In anticipation of the “drive” forward in next step
 - 4) Present the firearm in the forward position pointed at target
 - a) From the low pointed position, “drive” the firearm out and up
 - i) Emphasis should be placed on maintaining center mass position
 - (1) The support hand should meet (Not cross) the strong hand
 - (2) This should happen while in motion
 - (3) With both hands firm on the grip bring gun up to eyes
 - (4) Emphasize gun to eyes not eyes to gun
 - b) Weapon grip and sighting
 - i) Firm grip with strong hand (Not ready to fire)
 - (1) Index finger extended on the rail of the firearm
 - (2) Web of hand high on the back strap
 - (3) Middle finger pressed up against the trigger guard
 - (4) Middle, ring and pinky together with firm wrap
 - (5) Thumb wrapped below the slide firm against the frame (not out, up, pressing, etc.)
 - ii) Support hand
 - (1) Index through pinky should wrap around strong hand lower fingers
 - (2) Left thumb in-line (over/under slightly) with right thumb
 - (a) Points of pressure should be equal and consistent
 - (b) No pushing or pulling

(J) Range

- a. Weapons safety check
- b. 20 minutes of practicing the previous hour instruction
 - (a) Reminding of the proper stance
 - (b) Calling numbered holster draws
 - (c) Checking balance
 - (d) Checking fundamental grip and body positioning
- c. Trigger press (From low ready to high ready for the purposes of this drill)
 - (a) Taking the finger from the frame to the trigger
 - 1. Pad placement
 - (a) Too little finger
 - (b) Too much finger
 - (c) Vertical positioning
 - 2. Trigger slack
 - (a) Finding the point of resistance
 - i. Practice off trigger-on trigger
 - ii. Learn where the resistance is
 - (b) Pressing past point of resistance
 - i. Slow steady press
 - 1. Do not push, pull, squeeze, jerk, slap, etc.
 - ii. Drawn out press with direction of ten seconds before break
 - iii. Close eyes and press as slow as possible
 - iv. Talk about trigger reset but do not practice bad habits
 - 3. Recap and practice above disciplines incorporating stance to trigger press

(K) The course of fire that follows is called “The Jitters Shoot”

DAY 2:

(L) Review (Class Room)

- a. Review policy, case law and state law
- b. Review shooting stance
- c. Review four step draw
- d. Review grip

- e. Weapon safety check
- f. Shooting Policy
 - (a) Purpose and scope
 1. To protect him/herself or others from great bodily injury or death
 - (a) Deadly Force
 - i. Shoot to kill?
 - ii. Center mass vs other locations
 - (b) Imminent
 - i. Define
 - ii. Describe
 - (c) Great bodily injury
 - i. Loss of consciousness
 - ii. Bone fracture
 - iii. Concussion
 - iv. Wound requiring extensive suturing
 - v. Protracted loss/impairment of body part or organ
 2. California Penal Code 835a
 - (a) Effect arrest
 - i. Graham V Conner
 1. Reasonableness defined
 - a. Another Officer same/similar circumstance
 - b. Same or similar set of facts

- c. Same or similar training and experience
- d. Act the same/similar way based on their judgement
- e. Under the established law at the time

(b) Prevent escape

i. Tennessee V Garner

- 1. Suspected felon
- 2. Probable cause to believe
 - a. Has committed
 - b. Intends to commit
 - i. Felony involving great bodily injury/death
- 3. Reasonable belief (Refer to above)
 - a. Imminent
 - b. Future potential risk
 - i. Great bodily injury/death to the public or us

3. To stop a dangerous animal

(a) Animal poses imminent threat to human safety

- i. To the public
- ii. To us
- iii. After reasonable alternative methods have proved ineffective or are not reasonably available
 - 1. If it is known in advance, preplan contingency methods

4. To euthanize an animal (PC 597.1(e))

(a) So badly injured it is within human compassion

- i. Excluding cats and dogs
- ii. After reasonable efforts have been made to locate the owner

5. For target practice at an approved range

(M) When to and When Not to shoot their weapon (Discussion)

- (a) Warning shots
 - 1. Generally discouraged
 - (a) Reasonable belief they are necessary
 - (b) Effective
 - (c) Reasonably safe
 - (b) Moving vehicles
 - 1. At or from are generally discouraged
 - (a) Deputies are expected to move out of a moving vehicle's path
 - (b) If the vehicle is being used as a weapon or intends to be
 - (c) Fleeing felon guidelines
 - (c) Reporting of weapon discharge
 - 1. If
 - 2. Why
- (N) Review drawing the weapon and fighting stance and weapon fundamentals
- (a) Stance
 - (b) Steps 1 thru 4, forwards and backwards
 - 1. We holster how we draw
 - 2. Muscle memory and doing it the same way every time
- b. Trigger press (20 minutes)
- (a) Things observed during the jitters shoot
 - (b) Addressing observed fundamental issues
- c. Sight picture (30 minutes)
- (a) Describe Glock's U and post sight picture and the three circles
 - 1. Explain the lines need to be evenly spaced between rear and front posts
 - 2. Horizontal plane needs to be level
 - 3. Placing the front post partially over the intended point of impact for most accuracy
 - (a) With guns up, describe
 - i. Rear sight blurry

- ii. From site clear
 - iii. Target blurry
 - (b) Practice repeatedly
 - 1. From the draw
 - 2. From low to high ready
 - (a) Emphasizing the quick capture of the sights and getting on target
- d. Recap
 - (a) Bring it all together
 - 1. Stance
 - 2. Draw
 - 3. Sight picture
 - 4. Trigger press
 - 5. Holster
 - (a) Repeat

(O) Range (Target Shoot)

- a. The emphasis for this shoot is slow and deliberate
 - (a) First target shoot from the 7 yard line
 - 1. Run out three magazines with low round counts to emphasize the fundamentals
 - 2. From holster to holster accuracy in the steps being the focus
 - (a) Consider counting by the numbers if it appears to be getting sloppy
 - 3. After three magazines, move forward and address targets individually
 - 4. Identify the strong, moderate and needs improvement
 - (a) For the next course and the remainder of the day, group similar shooters to ease instruction
 - 5. New targets and reload, during reload, debrief shoot
 - (b) Second target shoot from the 7 yard line

1. Run out three magazines with two to three rounds per shoot
 - (a) Emphasize trigger reset
 - i. Instructors pay close attention to the trigger work during this time
 - (b) Maintaining sight picture
 - (c) Holster to holster
 - i. If the trainees begin to fatigue, allow low-to-high ready shooting
 1. The purpose is to train fundamentals, not wear them out
2. After three magazines, move forward and address targets individually
3. New targets and reload, during reload, debrief shoot
- (c) Third target shoot from the 10 yard line
 1. Vary round counts to continue instruction and emphasis on individual needs
 2. Repeat until the day is finished

****This is typically the most intensive portion of instruction due to the newly acquired knowledge and their application in bulk-instructors need to be diligent in identifying and instructing appropriately****

- b. Finish the day in the classroom with debrief and injury report
- c. Identify the most needed of improvement and provide red guns with night time instruction
 - (a) Best from a seated position with arms supported
 - (b) Not looking at first, just feeling the trigger and reset
 - (c) Work up to looking down sights and pressing
 - (d) Focusing on barrel/front end staying still when pressed through

DAY 3:

(P) Disassemble and Reassemble weapon

- (a) Weapons safety check
- (b) Point in safe direction
- (c) Wrap strong hand around rear of the gun
 - 1. Thumb gripping back strap
 - 2. Index finger and remainder of hand around rear sights
- (d) Squeeze and pull 1/8 of an inch
- (e) Pull down slide lock lever on both sides of the frame
- (f) Release slide and let it come off the rail
- (g) Break down the gun into its 4 (minus the magazine) main components
 - 1. Slide
 - 2. Barrel
 - 3. Recoil spring
 - 4. Lower/frame
 - 5. [Magazine]
 - (a) Once taken down, explain this is as far as a non-armorer will take down the gun
 - (b) Point out the slide rails
 - (c) The three safeties
 - i. Trigger safety
 - ii. Drop safety
 - iii. Firing pin safety
 - (d) Identify the critical areas to clean
 - i. Breech Face
 - ii. Extractor hook
 - iii. Trigger bar/connector
 - (e) Identify the areas where lubrication is needed
 - i. Trigger bar/connector
 - ii. Slide rails

iii. Chamber/barrel

- (h) Reassemble
 - 1. Reverse take down instructions
- (i) Repeat minimum of 10 times

(Q) While having the trainees practice disassemble and reassemble-give scenario based hypotheticals as it relates to the policy on Use of Force and the Shooting Policy. The trainees gain more from these hypotheticals than any policy reading can ever provide.

- a. Continue with scenario based discussion as it specifically relates to Use of Force and the Shooting policies
 - (a) PPD Factory shooting (Man with gun trying to enter manufacturing plant with numerous employees)
 - (b) Fleeing felon 70 year old woman (Homicide suspect arrested for killing her abusive husband of 40 years)
 - (c) Fleeing felon 20 year old documented gang member (Homicide suspect in drive-by shooting)

(R) Malfunction clearing (use with orange plastic rounds)

- a. Talk about and demonstrate “The box” or “Work Space” and how it is useful during stressful situations
 - (a) Talk about the different types of malfunctions
 - 1. Failure to eject
 - 2. Stovepipe
 - 3. Failure to feed
 - (a) Remedy = Tap, Roll and Rack
 - i. Demonstrate
 - ii. Trainees conduct with instructors offering aid
 - iii. Repeat for 30 minutes with holstering, trigger press, etc.
 - (b) Talk about combat reloads
 - 1. Out of ammunition
 - 2. Get back in the fight
 - 3. Drop the magazine do not retain
 - (a) Demonstrate

- (b) Trainees conduct with instructors offering aid
 - (c) Repeat for 30 minutes with holstering, trigger press, malfunction clearing, etc.
- (c) Talk about tactical reloads
 - 1. Lull in the fight
 - 2. Cover and concealment (the difference between the two)
 - 3. Fresh magazine is removed prior to dropping magazine in the gun
 - 4. Fresh magazine up to gun, manipulation to remove old and insert new
 - 5. Stow the magazine in a pocket or pouch as it may be needed later
 - (a) Demonstrate
 - (b) Trainees conduct with instructors offering aid
 - (c) Repeat for 30 minutes with holstering, trigger press, malfunction clearing, combat reloads, etc.

(S) Range: Practical Skills

- a. Demonstrate “The box” or “Work Space” and how it is useful during stressful situations
 - (a) Demonstrate the different types of malfunctions
 - 1. Failure to eject
 - 2. Stovepipe
 - 3. Failure to feed
 - (a) Remedy = Tap, Roll and Rack
 - (b) Demonstrate combat reloads
 - 1. Out of ammunition
 - 2. Get back in the fight
 - 3. Drop the magazine do not retain
 - (c) Demonstrate tactical reloads
 - 1. Lull in the fight
 - 2. Cover and concealment (the difference between the two)
 - 3. Fresh magazine is removed prior to dropping magazine in the gun
 - 4. Fresh magazine up to gun, manipulation to remove old and insert new

5. Stow the magazine in a pocket or pouch as it may be needed later

DAY 4:

(T) Recap hands-on skills

- a. Stance
- b. Draw
- c. Grip
- d. Sight picture
- e. Trigger press
- f. Malfunction drill
- g. Combat reload
- h. Tactical reload
- i. Verbally question knowledge of policy, procedure, firearm, range rules and address questions

(U) Range

- a. Introduce Scan and Assess
 - (a) After each course of fire, before holstering
 - (b) Scan left and right approximately one quarter turn
 1. Make hard looks over each shoulder
 - (a) Muzzle depressed
 - (b) Challenge effectiveness with props or hand gestures
 - (c) Also add challenge threats
 1. Such as baseball bat, machete, axe, etc.
 - (a) Explain the weapons presented may or may not present a deadly force option
 - (b) Trainees must give assertive commands
 - i. Identify themselves as a Sheriff's Deputy
 - ii. What will happen if they do not
 - iii. What they want the threat to do with the weapon

- iv. Continue audible warnings until new command is called
- b. Range course of fire before lunch:
 - (a) Course of fire will vary based on the specific class needs
 - (b) Change distance up to 20 yards down to 5 yards
 - (c) Address individuals as to specific needs
 - (d) Use orange plastic rounds as necessary to correct anticipation
 - (e) These three hours are the most intensive on the learning curve, be patient and instructive.

(V)Range

- a. Last introduction to skills-time
 - (a) Typically the class as a whole is fatigued at this point in the week
 - (b) Slow down the courses and give ample time to complete the shooting course
 - 1. The mere mention of time will add stress which will decrease shooting accuracy
 - 2. Time limit will also exasperate bad habits which need to be addressed immediately
 - (c) Speed up the time or add rounds to enhance skill through stress inoculation
 - 1. Continue or suspend this technique based on results
 - 2. The goal is to create competent and confident gunfighters, do not over stress
 - (d) If progression is steady and, as a whole, the class is succeeding-give variation of shooting test
 - 1. Try not to give the exact test but something comparable
 - 2. Between shooting courses the instructors should evaluate targets

DAY 5:

(W) Range

- a. Morning briefing should include individual assessments based on their own observations
 - (a) Give trainees positive reinforcement about their progress and remind them of their jitters shoot
 - (b) Address any needs
- b. Shooting should resume where left off on Day 4
 - (a) Incorporating all the skills and time
 - (b) With variations of the test
- c. Mid-morning
 - (a) Administer the shooting test without informing the trainees
 - 1. Assess and re administer
 - 2. Stress the importance of fundamentals
 - (b) Administer shooting test
 - 1. Remediate if necessary

(X) Range: Practical skills (Time allowing)

- a. Practical skills
 - (a) Shooting from the kneeling position
 - 1. High kneeling-always maintain sight picture
 - (a) Step forward with support foot or backward with strong foot one half step
 - (b) Slowly kneel onto strong side knee
 - (c) Straighten back
 - (d) Find shooting point
 - 2. Low or supported kneeling
 - (a) Step forward with support foot or backward with strong foot one half step
 - (b) Slowly kneel onto strong side knee
 - (c) Lean back and down onto ankle
 - (d) Rest support elbow (not the bone) on support knee still upright

- i. Not all the trainees will be flexible enough to kneel in this position
 1. Alternative kneel is buttocks on the ground
 2. Strong side leg will move to the support foot heel
 3. Lean forward with supported elbow

3. Prone

(a) From either kneeling position

- i. Kick support leg back while moving support hand to the deck
 1. Still maintain sight picture
- ii. Slide strong leg back
- iii. Push strong hand with gun forward while pushing back with support hand
- iv. Come down to diaphragm
- v. Spread legs for more points of contact
 1. Point toes out
 2. Possibly bringing a leg up slightly for comfort
- vi. Bring support hand to strong hand
 1. Rest elbows (not on bone)
 2. Be careful the trainees do not have the gun too close to their face
 3. Describe benefits

(b) Cutting the pie-1 instructor to 1 shooter (with barricade or false wall)

1. Demonstrate
2. Discuss distance and angles prior to the trainees attempting
3. Discuss cover and concealment as it relates to the prop and reloading
4. Set a minimum of two targets down range to effectively negotiate the movement
 - (a) Trainee will come to ready behind the façade
 - (b) Instructor will move, within arm's reach, with the trainee
 - (c) When the target becomes visible, slow down into lean

- (c) Shooting on the move
 - 1. Trainees should simulate this without guns drawn for time purposes
 - (a) Forward movement
 - i. Load the quadriceps slightly
 - ii. Bring toes in-line
 - iii. Short steps with heel down first and rolling foot to the toes
 - 1. Vary speed to familiarize the trainees
 - (b) Moving to the rear
 - i. Reverse forward moving
 - 1. Emphasize low lifted steps to minimize stumbling
 - 2. Quick glances over shoulder to maintain sight picture
 - (c) Side-to-side
 - i. From the fighting stance
 - 1. Take short step with the foot that corresponds to the direction of intended travel
 - 2. Bring the other foot back into a fighting stance posture
 - a. Repeat (Same with either direction)
 - 3. Emphasize the foot do not cross
 - 4. Explain the importance of the foot being too close or too far apart
- (d) Competition shoot (Objective: induce stress, implement accelerated heart rate, accuracy)
 - 1. Two teams
 - 2. Swivel steel targets or straight steel from a greater distance
 - (a) Two trainees on the line with teams single filed behind
 - (b) Threat command given
 - i. Each trainee must hit swivel or steel to progress
 - 1. Instructors will be directly next to shooting trainee

2. Using auditory distractions, the instructors challenge the trainees
 - ii. The trainee shoots as many times as necessary before they may holster and move
 - iii. Once the target is struck, trainee runs to predesignated location and then runs back to the rear of the line
 - iv. Trainee taps up the line until the next trainee shooter is able to draw their firearm
 1. Repeat twice through line
 2. Repeat drill if time permitting