

**Sacramento Police Department - 2320  
PATROL TACTICS COURSE**

**COURSE OUTLINE**

**Statement of Purpose:** *The course will provide the trainee guidance, recommendations and skills for the successful and safe execution of pre-planned operations to include low risk search warrants, probation searches, and attempt pickups that are commonly conducted by patrol level officers. Additionally, the trainee will be provided instruction on the use of the Bearcat armored vehicle, breaching of fortifications, vehicle approaches, responsibilities and roles of a contact team, yard to yard searches with/without a K9 and conducting officer rescues.*

**I. INTRODUCTION/ORIENTATION**

A. Course Learning Objectives

1. Demonstrate their ability to apply tactics during the planning of an operation
  - a. Planning for contingencies
  - b. Planning safe approaches
  - c. Assigning tasks within the team
  
2. Demonstrate their knowledge of tactics when responding to critical incidents
  - a. Officer Rescues
  - b. Utilization and placement of vehicles
  - c. Forming contact teams
  
3. Demonstrate their ability and proficiency in:
  - a. Clearing rooms
  - b. Movements down hallways
  - c. Movements up/down stairs
  - d. Movements through large areas
  - e. Yard to Yard searches
  - f. Breaching

B. Weapons, Shoothouse, Tac Village Safety Rules

1. General Safety Rules
  - a. Treat ALL weapons as if they are loaded
  - b. Never point the weapon at anything you don't intend to destroy
  - c. Do not put your finger on the trigger until you are ready to fire
  - d. Keep the weapon pointed in a safe direction at all times
  - e. Be certain of your target and what is beyond it
  
2. Tac Village Safety Rules

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- a. There will be **NO LIVE AMMUNITION** allowed in the tactical village or classroom **AT ANY TIME**
  - b. No less lethal weapons (i.e CEDs, batons, knives) inside of the shoothouse
  - c. All firearms will be cleared by the range safety officer prior to commencement of any training exercise
  - d. If a student leaves and reenters the training environment for any reason the student **shall not** draw or display any firearm prior to the performance of a safety check by the RSO
  - e. All safe and empty weapons that have been cleared by the RSO will display a band of blue tape in order to be readily identifiable as a safe and empty weapon
3. Shoothouse Safety Rules
- a. No loaded firearms or live ammunition inside of the shoothouse
  - b. No less lethal weapons (i.e CEDs, batons, knives) inside of the shoothouse
  - c. All participants will be safety checked prior to entering the shoothouse "safe zone"
  - d. When marking cartridges are being used, all evaluators, roleplayers and students must be wearing face, head, neck and groin protection
  - e. All handguns will remain holstered until the evaluator advises the student that they may begin their training evolution
  - f. At the conclusion of a training evolution, all handguns will be holstered
4. JPA K9 Training Area Safety Rules
- a. No loaded firearms or live ammunition inside of the training area
  - b. No less lethal weapons (i.e CEDs, batons, knives) inside of the training area
  - c. All participants will be safety checked prior to entering the training area
  - d. When marking cartridges are being used, all evaluators, roleplayers and students must be wearing face, head, neck and groin protection
  - e. All handguns will remain holstered until the evaluator advises the student that they may begin their training evolution
  - f. At the conclusion of a training evolution, all handguns will be holstered

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5. Use of Marking Cartridge Safety Rules
  - a. All students, evaluators, and roleplayers shall wear full face, head, neck and groin protection
  - b. No intentional face, head or groin shots will be taken
  - c. Students shall not shoot any roleplayer that is within 5 feet
  - d. At the conclusion of any scenario, the student shall holster their handgun
  - e. At the conclusion of any scenario, the student shall place their rifle on safe, unload, and clear the weapon of any marking cartridge

**II. TACTICAL PLANNING FOR OPERATIONS**

A. Learning Objective: The student will demonstrate the ability to plan an operation taking legal considerations, department policy, operation type, available resources, information gathering, tactical considerations and planning for contingencies. The student will demonstrate understanding of conclusion procedures related to tactical planning after an operation is completed.

B. Legal considerations

1. Law

- a. Under the Constitution, warrantless searches and seizures are presumptively illegal. They will be upheld only if the prosecutor can prove that the police conduct came within one of the few "carefully circumscribed and jealously guarded" exceptions to the warrant requirement or was based on valid consent
- b. The Fourth Amendment: "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized."
- c. California Constitution, Art I, § 13: "The right of the people to be secure in their persons, houses, papers, and effects against unreasonable seizures and searches may not be violated; and a warrant may not issue except on probable cause, supported by oath or affirmation, particularly describing the place to be searched and the persons and things to be seized."

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- d. The Exclusionary Rule; Overview: The Fourth Amendment serves as the primary basis for the “Exclusionary Rule;” excluding evidence from the courtroom which would be otherwise admissible, when seized by law enforcement in violation of its terms.
    - i. The primary purpose of the Exclusionary Rule “is to deter future unlawful police conduct and thereby effectuate the guarantee of the Fourth Amendment against unreasonable searches and seizures.”
  - e. Standing
    - i. Among the factors to be considered are
      - a) whether the defendant has a property or possessory interest in the thing seized or the place searched
      - b) whether he has the right to exclude others from that place
      - c) whether he has exhibited a subjective expectation that it would remain free from governmental invasion
      - d) whether he took normal precautions to maintain his privacy
      - e) whether he was legitimately on the premises.
2. Department Policies
- a. SPD Search Manual 526.01
  - b. SPD General Order 526.01 Preparing and Serving Search Warrants
  - c. When planning or conducting searches or seizures, the safety of officers, citizens, and suspects shall be of primary consideration.
  - d. The foundation of a professional and lawful entry, search, or seizure is that the correct person or property is the subject of the entry, search, or seizure. Officers shall verify and confirm the authority for the search, as well as the location of the search, as required in the Search Manual.
  - e. Needless damage and/or destruction of property is unprofessional, illegal, and counterproductive.
  - f. Department General Orders require an Operational Outline, as appropriate, for all planned searches.
  - g. Reporting Requirements

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- i. When structure searches do not result in the generation of a crime report, officers shall complete an incident report (SPD 107).
  - ii. The report shall detail the following information:
    - a) Date and time of the search
    - b) Information on the subject searched, including the sources used to determine searchable status
    - c) Reason for the search
    - d) Brief narrative outlining what, if anything, was found during the search
    - e) Supervisor who approved the search
    - f) All officers/personnel that participated in the search
    - g) Names of all the people legally identified in the structure being searched
  - iii. If there were multiple structures searched under one operation (e.g. probation sweep), only one incident report is needed to document the information
3. Supervisor responsibilities
- a. Before the search warrant is submitted to the District Attorney's Office for review, the investigator's supervisor shall review the facts, circumstances and corroboration. If the facts, circumstances, and corroboration do not sufficiently identify the person/place to be searched, or there is insufficient probable cause, further investigation shall be directed.
  - b. Before serving the search warrant, the investigating officer's supervisor shall review the investigation and corroboration, and personally compare the place to be searched with the description contained in the search warrant.
  - c. The case agent or supervisor shall complete a SWAT Threat assessment to determine if SWAT is recommended for the warrant service
  - d. Supervisors shall ensure plans are made so the correct location is entered and searched.
  - e. A supervisor reviewing the search warrant shall physically verify and confirm the site to be searched.

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- f. If the wrong location is entered, the supervisor shall immediately notify the section lieutenant and the watch commander.

**C. Identifying different types of operations**

**1. Knock and Talk**

- a. Lowest perceived risk – equal to a consensual encounter
- b. Purpose is generally to gather intel or to attempt to gain compliance for a search

**2. Probation/PRCS Searches**

- a. Moderate to high risk – equal to a detention, or if probable cause exists, an arrest
- b. Interaction with known convicted criminals
  - i. Past arrests are an indicator of risk
- c. Purpose is generally to proactively search for evidence of a crime or contraband, but could also be used for information gathering

**3. Search Warrants**

- a. Moderate to high risk
  - i. Type of evidence being sought coupled with risk assessment of persons inside will dictate tactics used to enter
    - a) The higher the risk, the more resources you will need to dedicate to safely complete the task

**4. Attempt Pick-Ups**

- i. Moderate to high risk
- ii. Type of offense will often dictate tactics used

**D. Resources**

**1. Uniformed Police Officers**

- a. Should be used on all operational types
  - i. Readily identifiable as police officers
  - ii. Add legitimacy to operations in the view of the public

**2. K-9**

- a. Force multiplier
  - i. Flight deterrent
  - ii. Fight deterrent

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- iii. Able to be quickly inserted into high risk officer safety situations
- 3. Specialty Units
  - a. Additional bodies with typically more experience/training than patrol officers
  - b. Flexible work loads which allow more time dedicated to operations
  - c. Officers who are used to working in smaller groups and communicate roles and responsibilities effectively
- 4. SWAT
  - a. Experience in tactical entries
  - b. Larger group of officers with experience in planning operations
  - c. Available to supplement operations
- 5. Air Ops
  - a. Force multiplier for:
    - i. Subjects prone to flight
    - ii. Information gathering
- 6. Personnel issues to consider when planning
  - a. Adequate numbers
  - b. Adequate skills
  - c. Safe deployment
  - d. Effective deployment
  - e. Adequate supervision
  - f. Communication
- E. Information Gathering
  - 1. Research the address
  - 2. Research the people associated to the operation or premise
  - 3. Scouting
  - 4. Surveillance
  - 5. Informants
- F. Tactical Considerations
  - 1. Utilizing available resources

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- a. What equipment do you need?
- 2. Planning the approach
  - a. How do you coordinate everyone?
    - i. Pre-designate a dedicated radio channel depending on risk factors
    - ii. Brief
      - a) Give assignments
      - b) Discuss risks
        - 1. Premise history
        - 2. History of persons involved with the premise
        - 3. Possible hostility from the neighborhood
      - c) Discuss obstacles, including dogs, children and the elderly
      - d) Make sure that everyone understands the plan. If someone doesn't attend the briefing, they should not participate in the operation
      - e) Discuss response to contingencies
        - 1. Pre-plan (role-play) responses to contingencies
  - b. How does your team get into position?
  - c. What is your timing going to look like?
    - i. Entry
      - a) Have all equipment ready to make rapid entry
      - b) Be prepared for contingencies
      - c) Brief back roles and responsibilities prior to initiating the operation
      - d) Conduct a "walk-through" prior to the operation
        - 1. Officers involved in the entry role-play their assignments during the entry
        - 2. Often conducted on a chalked-up sketch of the front of the house on the ground
    - ii. Surround and callout
      - a) Brief back roles and responsibilities prior to initiating the operation
      - b) Have all necessary equipment in an accessible place at the outset of the operation
      - c) Have custody plan and team ready from at a pre- staged position

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- d) Have designated voice and radio update to keep everyone informed
- d. What if something bad happens?
  - i. Plan for the contingencies. If there is a plan in place ahead of time, you don't need to make a plan after the fact
- 3. Knock/Notice (CA Penal Code 1531)
  - a. Designate one person to give knock/notice
  - b. Preplan an acceptable amount of time for someone to respond for the demand for entry. There must be a denial of access
  - c. Have a breaching plan in place when knock/notice is given. Everyone should be ready to initiate that plan
  - d. Make a note of when knock/notice was given and how long before entry was made
- G. Contingencies
  - 1. Shots fired upon approach
  - 2. Shots fired upon entry
  - 3. Compromise
  - 4. Explosives, clandestine labs and other immediate hazards
  - 5. Dogs
  - 6. Non-compliant individuals
  - 7. Suspect flight from the house
  - 8. Suspect flight in the house
  - 9. Suspect flight while armed
  - 10. Law Enforcement Hostile environments
- H. After Action Conclusion Principles
  - 1. Personnel
    - a. Ensure that all personnel involved in the operation is accounted for at the conclusion
    - b. Ensure that the roles assigned to each person involved in the operation have been completed

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2. Equipment
    - a. Ensure that all equipment involved in the operation is accounted for.
      - i. Breaching equipment
      - ii. Shields
      - iii. Any other equipment that may have been used, including vehicles
  3. Debrief
    - a. Lessons can be learned from any operation and can increase the speed and effectiveness of future operations
    - b. Must be constructive in nature
    - c. List things that went well and things that could be done better
    - d. Identify and communicate deficiencies in planning to prevent repetition in future operations
    - e. Should include all involved parties
- I. Learning Activity: Students break out into groups to plan an operation taking into account personnel and equipment needs based on the type of operation and how to prepare for contingencies. Groups will present their plan in a briefing format to the class for peer review.

**III. APPROACHES TO STRUCTURES**

- A. Learning Objective: The student will recognize tactical considerations and demonstrate proficiency when they approach a structure during an operation.
- B. Pre-Planning
- C. Approaching
- D. When at the target location
- E. Learning Activity: Students will plan, organize and demonstrate the planning and execution of the approach to a structure for the execution of a search.

**IV. BREACHING**

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- A. Learning Objective: Students will become familiar with common breaching tools that are commonly used by patrol and specialty units and learn how to properly utilize them.
- B. Patrol Breaching Tools
1. Ram – A tool that has two handles and a hard flat hitting surface at the end
    - a. Used to open inward opening doors through force
    - b. Used to defeat the locking mechanism of a door, by pushing the door from the frame
    - c. The ram is also used to apply force to other breaching tools such as the halligan
  2. Sledge – A tool that has a handle grip with a flat solid end
    - a. This is used as an alternative to a ram
    - b. This can be used in all the same functions as the ram but it has a smaller surface so more accurate hitting is required
    - c. The smaller surface allows for practical use when needing to apply force to fences or walls
  3. Halligan – A prying/twisting/punching tool that is a metal bar that has a fork, pick and duckbill attachment
    - a. Used to defeat the area that holds the locking mechanism into the wall by prying the door away from the wall or where the locking mechanism connects to the structure
    - b. Pick can be used to shatter glass windows/sliders
    - c. The duckbill/pick can be used to spread and separate a locking mechanism
    - d. The halligan can be used in conjunction with the ram. The ram is used to force the pick/duckbill into a locking mechanism to help gap and set the halligan before it is used to pry
    - e. The pick can be used to defeat pad locks. The pick is placed in the lock's shackle and then hit with the ram, separating the shackle from the lock body
  4. Bolt Cutters - A cutting tool that is made up of two handles and two blades
    - a. Used to cut through locks or chains
    - b. Bolt cutters can also be used to cut through chain linked fence
- C. Types of obstacles to be breached
1. Inward Opening Doors –Doors that open into a room

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- a. Most common on front doors and bedroom doors
  - b. Best tool would be a ram
2. Outward Opening doors – Doors that open out of a room
- a. Most common on closets, garage and shed doors
  - b. Best tool would be a halligan or other prying tool
    - i. Force the prying tool or halligan duckbill between the door frame and locking mechanism. Pry door from frame
3. Window
- a. Break in top corner of window. Rake out broken glass for safe entry. Rake from the top all the way around the window
4. Sliding Doors
- a. Break in corner of slider. Rake out broken glass for safe entry. Rake from the top all the way around the slider
5. Metal security doors
- a. Many single/double bar security gates can be pulled open. With enough force, the security door can be pulled, causing the door to bend, freeing the throw from the frame
  - b. To pull open a metal screen, you grab close to the center of the screen on the metal bars. Then push in with your fists while holding the bar to create some give. Then pull back hard in one motion to pull the screen open
  - c. If the door cannot be pulled, use a halligan or other prying tool to pry security door away from door frame
  - d. On starburst security doors, a halligan or other pry tool would need to be inserted between the doors locking mechanism and frame. The door then needs to be pried open.
    - i. Starburst security doors are difficult to breach and a secondary breach location should be considered
6. Rolling gates
- a. Cut the lock holding gate in place
  - b. For motorized gates, cut the chain connecting motor and gate. This cut should be done on the chain behind the motorized section
7. Pad Locks
- a. Cut with bolt cutters
  - b. Hit with ram
  - c. Insert pick of halligan in between the lock and lock's shackle. Then hit with ram, forcing lock open

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8. Pedestrian gates
  - a. Cut pad lock if present, may require second officer to present the lock for the breacher to cut
  - b. If it has an internal locking mechanism, utilize the halligan or other pry tool to separate the locking mechanism from the gate frame

D. Breacher's position

E. Failed Breach/Secondary Breach

F. Legal Considerations

1. What can be breached prior to knock notice
  - a. Gates/Fences surrounding residence, where breaching would be needed to access front door
  - b. Security screens, if the main door is closed behind it
2. If the security door is closed, but door behind it is open, then you need to wait for knock and notice to be conducted before the security door can be breached
3. Additional announcements should be made prior to breaching other dwellings on a property, such as a back yard shed or secondary living structure
4. Be cognizant of the effects breaching will have if there are occupants inside the house
  - a. Ramming a door could swing into occupants
  - b. Breaking a window will cause sharp glass to fall on you or those inside
  - c. Breachers must remember that most knock and notices are telling the residents to come to the door
5. Documentation of Damage
  - a. SPD General Order 240.03 Civil Liability (Red Border/Blue Border)

G. Learning Activity: Students will identify common breaching concerns and the proper tools to overcome them. Students will demonstrate appropriate use of breaching tools and techniques, as well as identify why practice on breaching is important.

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**V. ENTRY AND CLEARING**

- A. Learning Objective: Students will learn the safest and most efficient way to enter and clear a structure.
  
- B. Types of Entry Movements
  
- C. Pre-Entry
  
- D. Initial Entry
  
- E. Movements within the structure
  
- F. Communication
  - 1. Communication is crucial during the clearing of a structure
  
- G. Custody
  - 1. Any subject encountered within a structure should be handcuffed and searched for weapons when reasonable and you have the authority to do so (i.e search warrants, arrest warrants, probation status, etc)
  
- H. Ethical considerations
  - 1. Officers shall conduct searches with the safety of all concerned persons as the primary consideration
  
  - 2. Officers shall conduct searches as professionally and respectfully as circumstances allow
  
- I. Learning Activity: Students will move through practical entry and clearing movements in three phases, as instructors address/critique/identify errors and/or deficiencies:
  - 1. Static (Slow-paced without role-players)
    - a. Walkthrough from entry point to clearing structure
    - b. Work on slow and controlled movements
  
  - 2. Directed (Normal speed with the introduction of role-players)
    - a. Custody phases and dealing with uncooperative subjects
    - b. Contingencies

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3. Actual ("Real life" speed with role-players)
  - a. Fast pace
  - b. Full entry and clearing of residence
  - c. Uncooperative suspects
  - d. Contingencies

**VI. STAIRWAY MOVEMENTS**

- A. Learning Objective: Students will learn to safely conduct movements up and down stairwells in multi-story structures.
- B. Commercial Building Stairwells
  1. Commercial Building Stairwells are varied in size, design and configuration
- C. Residential Stairs
  1. Vary in design, layout, and configuration
- D. Learning Activity: Students will move through perform various stairway movements in three phases, as instructors address/critique/identify errors and/or deficiencies:
  1. Static (Slow-paced without role-players)
    - a. Work on slow and controlled movements
  2. Directed (Normal speed with the introduction of role-players)
    - a. Point out exposure/avoid ambush by identifying threat area
  3. Actual ("Real life" speed with role-players)
    - a. Fast pace

**VII. LARGE INFRASTRUCTURE AND OPEN AREA**

- A. Learning Objective: Students will demonstrate their ability to safely clear a large building and move safely through large open spaces.
- B. Large infrastructures such as warehouses, sports arenas, gymnasiums and retail stores are unique and varied in size and layout

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C. Utilize resources that are available

D. Large infrastructure movements

1. Communication

- a. Communication is key to a safe clear
- b. As a team works a large area, it is imperative that the team continues to communicate with other officers on scene so that they know where the clearing element is
- c. Communication will reduce chances of missing areas that need to be cleared
- d. Use items such as tape, chalk, or other objects to indicate areas that have been cleared

E. Open Air Movements

1. Open air areas are large areas such as fields, parks, or parking lots

Learning Activity: Students will participate in the following exercises:

2. Conduct open area line search

3. Conduct large infrastructure clearing movement utilizing Diamond and T formations

- a. Search with roleplayer suspects hiding

**VIII. SEARCHING WITH K9**

A. Learning Objective: Students will learn to work with a K9 handler and with the K9 during a yard search and dwelling search

B. K9 Searches need to be consistent with department policy

1. SPD G.O 580.14 Use of K9

2. They are a tool to be utilized when other means would jeopardize the safety of officers

3. To be used in conjunction with a safe and thorough search

C. Role of the officer during a K9 search

- a. Call for fire. Stabilize the suspect after searching and handcuffing
  - i. First priority is controlling the suspect

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- ii. Once the situation is stabilized and there is no longer a threat to officers or the public, clear fire to check on suspect
- iii. Begin after force care

D. Interior Searches

E. Yard to Yard Searches

F. Custody Sessions

G. Accidental K9 Bites

- 1. Accidental bites to Officers do happen
- 2. Do not pull away from K9
- 3. The handler will control the K9
- 4. Do not panic
- 5. Do not shoot the K9

H. Controlling the K9 for the handler

I. Learning Activity: Students will participate in the following:

- 1. Engage in familiarizing themselves with a police K9 team
- 2. Conduct a clearing exercise of interior of a structure
- 3. Conduct a clearing exercise moving from yard to yard

**IX. SURROUND AND CALL OUT VEHICLE POSITIONS**

A. Learning Objective: Student will demonstrate understanding of tactical considerations and proficiency when placing the vehicles in position and establishing an arrest team during a surround and call out.

B. Surround and Call Out

- 1. Containment using an inner perimeter on the outside of a residence or business while ordering the occupants to exit
- 2. The use of a loud speaker or PA system will allow occupants inside the residents to hear the commands of the officers outside

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C. Pre-Planning

1. Officers need to establish a plan for the correct placement of vehicles prior to arrival to prevent having to shuffle vehicles in front of the scene
2. Officers will need to establish the correct number of officers (arrest team) at each vehicle to handle individuals exiting and covering any threats that may be presented from individuals
3. Equipment inventory should be taken to ensure all equipment needed is in working order and functional prior arrival (Shields, Rifles, Less lethal options, lighting, handcuffs)

D. Vehicle Placement

E. Armored Vehicle (Bearcat) placement

F. Learning Activity: Students will demonstrate their ability to conduct the following exercises:

1. Place patrol vehicles in proper position for varying building types
2. Placement of armored vehicle in conjunction with patrol vehicle for varying vehicle types

**X. CONTACT TEAM ASSIGNMENTS**

A. Learning Objective: Students will learn and distinguish the roles of all members in a contact team, as well as demonstrate the proper utilization of the contact team to take a suspect into custody.

B. Arrest teams should be pre-determined ensuring everyone knows their role during an operation

C. Learning Activity: Students will demonstrate their understanding of contact teams by ability to do the following exercises:

1. Identify positions and roles of a contact team
2. Position make the assignments of a contact team
3. Demonstrate the ability to conduct a proper custody session

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**XI. VEHICLE APPROACHES**

- A. Learning Objective: Students will learn the safest and most tactical way to approach a vehicle to arrest an occupant when they are refusing to exit that vehicle.
  
- B. Information Gathering and Planning
  
- C. Approach directions
  
- D. Approach Team
  
- E. Formation
  
- F. Approach/Movement
  
- G. Custody Session
  
  
- H. Communication
  - 1. It is critical to communicate with all members of the approach team to ensure each officer understands their role and the objective
  
  - 2. The Team Leader needs to effectively communicate with the team during the movement in order to ensure the team stays together and effectively moves
  
  - 3. The team leader should provide commands and instruction to the suspect
  
  - 4. It should be encouraged to ask questions during the briefing of the plan
  
- I. Contingencies
  - 1. Prior to making an approach officers shall make every attempt to get as much information about the car as possible. Attempt to determine the status of the door, locks, windows, and overall condition of the vehicle
  
  - 2. Locked Doors
  
  - 3. Defeating Windows

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4. Vehicle Condition

- J. Learning Activity: Students will demonstrate their knowledge and proficiency in the safe approach to a vehicle with an occupant who is refusing to exit. For this activity, students will be:
1. Placed into small groups of 4-7
  2. Rotated through each position on an arrest team demonstrate understanding of the objectives
  3. Provided a scenario, where they will use their understanding of the objective to make a decision on whether or not to approach the vehicle
  4. Expected to assemble an arrest team, and make a safe approach to the vehicle using instructed techniques

**XII. OFFICER RESCUES**

- A. Learning Objective: Students will learn and understand their role in reacting to an “officer down” situation, and be able to conduct and officer rescue on foot, and utilizing vehicles.
- B. Officer down in hallway
- C. Officer down in a room
- D. Officer down in open space
1. Shield rescue
  2. Bearcat rescue
  3. Officer carry
- E. Communication and Control
1. Communication and control is critical in a downed officer situation
    - a. The situation will be chaotic and there will be a fog of what is occurring
    - b. Imperative that a team leader or supervisor take control and coordinate the rescue plan
    - c. Movements must be smooth and coordinated
    - d. Don't let emotion take over

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- i. If you rush or fail to plan there may be additional injured officers which will then need to be rescued
  - e. Know your job within the rescue and do not deviate from your assigned task
    - i. Every officer is counting on the other to do what they were assigned
  - f. Maintain composure and focus on task at hand
    - i. Evacuation is primary focus, medical care is second
- F. Learning Activity: Students will demonstrate their knowledge and proficiency in conducting officers rescues by participating in the following final learning assessment scenarios:
  - 1. Final Scenarios
    - a. Search Warrant Service
      - i. Students will plan and execute the service of a low level search warrant. Students will be assessed on tactical planning, approach, breaching and entry/clearing techniques
    - b. Barricaded Subject
      - i. Students will begin serving a search warrant that will evolve into a barricaded subject. Students will recognize the evolution and respond with contingency plans. Students will be assessed on surround and callout vehicle positions and contact teams.
    - c. Probation Search
      - i. Students will plan and execute a moderate risk probation search (does not meet SWAT criteria). The scenario has several evolutions which will expose the students to different contingencies including shots fired, officer down, subject fleeing the scene, and uncooperative residents. Students will be assessed on tactical planning, approaches, breaching, entry/clearing techniques, surround and callout vehicle positions and/or officer rescues.
    - d. Vehicle Approaches
      - i. Students will arrest a subject in a vehicle. Students will demonstrate their ability to overcome different levels of resistance during the evolution of the scenario including passive resister, furtive movements, flight and unarmed unconscious subjects. Students will be assessed on vehicle approaches.
    - e. Field Searches with K9

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PATROL TACTICS COURSE**

**COURSE OUTLINE**

- i. Students will search an open field with K9 for a wanted person. Students will be assessed on field searches.
    - f. Large Structure Clear with K9
      - i. Students will search a large structure for a wanted fleeing person with K9. Students will be assessed on structure clears.
    - g. Attempt Pick-Up
      - i. Students will plan and execute an attempt pick-up of a wanted subject. During the scenario, students will face different contingencies including uncooperative subjects. Students will be assessed on tactical planning, approaches, breaching, entry/clearing techniques and searching with K9.
  - 2. Instructors will observe and assess student performance
  - 3. Instructors will provide feedback/corrective instruction to students
- XIII. Final Course Review
- A. Instructors will provide a final review of the course objectives
  - B. Students will be afforded the opportunity to raise any questions or provide any feedback related to the course
- XIV. Assessment
- At the completion of this course, students should be able to demonstrate their ability to apply tactics during the planning of an operation, to include the roles, tasks and responsibilities of a contact team. Students should also know the basic movements for clearing rooms, moving down hallways, up stairways, through large areas, from yard to yard outdoors, and understand breaching tactics. Students should also be able to demonstrate their proficiency in the knowledge of tactics when responding to critical incidents, such as officer rescues, and the utilization and placement of vehicles when responding to critical incidents.