



Golden Valley Police Department

GENERAL TRAINING POLICIES & PRACTICES

Hiring And Training

Law Enforcement Pre-Hire Process

All officer candidates must have completed at least a two-year associate's degree in law enforcement, which includes classroom, skills, and scenario training as outlined by the MN Peace Officer Standards and Training (POST) Board.

Before hiring an officer candidate, the Golden Valley Police Department (GVPD) conducts interviews, a physical fitness test, a comprehensive background check, and a mandated MN POST Board physiological examination.

Once hired, officers complete the City's new hire orientation, which includes an overview of City policies, including code of conduct and respectful workplace training. Additionally each officer must complete an Academy run by GVPD training staff, (currently three weeks long). During this time, they receive training in:

- firearms
- defensive and control tactics
- intermediate weapons (Taser, pepper spray, baton, and less-lethal projectiles)

They also complete scenario training covering topics such as:

- traffic stops
- domestic assaults
- mental health crises
- combative subjects
- active shooter/mass casualty incidents

After successfully completing the Academy, officers move on to a Field Training Officer (FTO) program that general lasts 16-20 weeks. During this time, they are trained by experienced officers on response to calls for service and pro-active operations. If they successfully complete the FTO program, they continue to receive on-the-job training in all facets of police work and are monitored by other officers, supervisors, and body camera video review.

All officers are trained annually in the Use of Force Learning Objectives as required by the MN POST Board. These areas include:

- use of force legal issues
- how using force can affect officers
- verbal and non-verbal communication strategies
- unarmed control measure
- intermediate weapons (Taser, pepper spray, etc)
- firearms practice and qualifications



To remain licensed, officers must complete a minimum of 48 hours of continuing education every three years (GVPD officers generally reach 200 hours). At least 16 of those hours must be in the areas of:

- crisis intervention and mental health (see Appendix A for details)
- conflict management and mediation (see Appendix B for details)
- implicit bias, community diversity, and cultural differences (see Appendix C for details)

In 2019, GVPD officers completed well over 4,500 hours of continuing education in these and other areas (for further details, see POST learning objectives in Appendix D).

Training Mandated By The MN POST Board

Officers complete online training offered by the League of MN Cities annually and attend an in-person course every three years (generally an eight-hour class).

De-escalation Technique Training

Officers complete a 40-hour Crisis Intervention Team certification course within their first two years of employment. They complete additional scenario and online training annually. See Appendix B for details.

Implicit Bias And Relationship-Based Policing And Community Interaction Training

Officers complete online training offered by the League of MN Cities annually and attend an in-person course every three years (generally an eight-hour class).

Use Of Force Training

The GVPD trains officers to:

- be knowledgeable of the law and what the standard is for reasonable use of force
- whenever possible, use time and distance to give them a greater ability to use communication measures to resolve a situation without using force
- use only the force reasonably necessary to safely bring the situation under control, including subject control techniques that place the subject (and officer(s)) in positions least likely to cause injury
- as soon as safely possible, render medical aid to any person in need, including suspects
- intervene if another officer is using excessive force (the last such scenario ran in training resulted in every officer correctly intervening in that type of situation)

See Appendix D for details.

Use Of Force Reporting

All use of force incidents and potential patterns are tracked internally, investigated, and monitored. Any use of force used by an officer is documented in a report and reviewed by the use of force training sergeant. Any issues discovered during the investigation can be referred for additional training or discipline.

The GVPD maintains records on numerous factors of each incident, including date, time, number of officers present at the time force was used, names of officers present, type(s) of force used, most significant force used, nature of incident, description of incident/subject actions, and injuries subjects and/or officers.

Data

All calls for service are documented in the CAD (Computer Aided Dispatch) system. If a criminal action occurred, an officer will document with an incident report. Incident reports may include:

- where the incident occurred
- who was involved (victim/witness/suspect/arrestee)
- elements of the criminal act
- details of responding officers' actions
- probable cause for arrest
- property involved
- weapons involved
- any use of force
- demographic arrest data on all who were arrested
- reports from assisting agencies, including Hennepin County Crime Lab

Most data that is collected in the GVPD's record management system can be retrieved from the system by the Department's analyst and sorted by one or several qualifiers (ie, location/date and time of occurrence, day of the week, time of day, type of offense, age/race/gender of arrestee).

GVPD's analyst runs a report monthly for repeat offenders and shares that information with patrol. In addition, GVPD shares its information with other agencies through the Hennepin County CISA (Crime Intelligence Sharing & Analysis) unit, as often offenders move between cities. This allows the Department to more accurately identify crime trends and apprehend offenders.

Mutual Aid Agreements

Cities have agreements where departments can assist each other when it is needed. This is critical for the safety of citizens and officers. At times GVPD Officers or Officers from a neighboring city are tied up on other calls and may not be able to respond to assist in an emergency or an officer needing help. Mutual aid is there to ensure that any requested assistance can be provided. For example, if the GVPD needed assistance on the east side of the city it may rely on Minneapolis Police to assist. The same could occur if Minneapolis needed assist from the GVPD.

Body-Worm Cameras

The Golden Valley Police Department adopted the use of body-worn cameras (BWCs) March 1, 2018 to:

- enhance officer safety
- document statements and events during the course of an incident
- enhance the officer's ability to document and review statements and actions for both internal reporting requirements and for courtroom preparation/presentation
- preserve audio and visual information for use in current and future investigations
- enhance the public trust by preserving factual representations of officer-citizen interactions in the form of audio-video recordings
- assist with the defense of civil actions against law enforcement officers and the City of Golden Valley
- assist with the training and evaluation of officers

Golden Valley Police officers activate their BWCs when responding to all calls for service and field-generated activities including, but not limited to:

- pursuits
- stops of motorists or pedestrians
- arrests
- searches
- suspect interviews and interrogations
- in jail facilities or during booking processes
- during any police/citizen contact that becomes, or is anticipated to become adversarial

Body-worn camera data is presumptively private. Body-worn recordings are classified as private data about the data subjects unless there is a specific law that provides differently. All request for data are reviewed by the GVPD's body-worn camera administrator and are processed in accordance with Minnesota State Statute. The GVPD recently completed its bi-annual audit of its body-worn camera program, ensuring compliance with its policy and Minnesota State Statute. For more information, see the full policy on the City website at www.goldenvalleymn.gov/police/pdf/body-cam-policy.pdf

Specialized Equipment

The GVPD does not have any militarized vehicles, but it does have special equipment that may be used for certain situations. This may include protective gear that allows officers to protect themselves during crowd control scenarios (shin protectors, chest guards, protective helmets, etc).



Community Policing

The GVPD has been active in community policing for more than 30 years and has welcomed working in partnership with the community in solving problems and resolving issues. The GVPD offers programs to educate on what, how, and why officers may do things. Many of the programs listed below are open to all people who want to attend.

Inner Hero is a partner organization that helps build relationships with youth and the community at large. The goal is to help build community trust through community discussions in areas of marginalized communities. Officers have participated in a joint discussion at Dover Hills Community Center, held morning breakfasts at Sandburg School, and been guests on live podcasts. The topics include police use of force, community outreach, and de-escalation. The forums are hosted by Inner Hero and the GVPD.

GVPD University (GVPDU) is an interactive educational program open to any person who wants to learn more about what officers do. Topics include use of force, investigations, anatomy of a police officer, and drone program.

Public Safety In The Parks is one of our most popular events, where officers interact with kids and parents in the parks.

Coffee With A Cop invites the public to interact with officers and ask questions in a coffee shop setting or a local business. This year with COVID-19 the GVPD has instead hosted two Coffee With A Cop events via Facebook Live to help inform people about current updates.

Citizens Academy is an opportunity for citizens to take part in an eight-session interactive academy featuring classes on use of force and Hennepin dispatch, meetings with City attorneys, and presentations from the medical examiner, Hennepin County Sheriff, Crime Lab CSI, and K9.

Neighborhood Watch is a program in which officers are assigned to specific zones in the community to work with residents on any concerns they may have. Officers meet yearly with each zone to give updates as well as work with the block captains to put information out as needed.

Public Safety Open House is an annual event during which the Public safety building is open to the public for tours, demonstrations, and fun. Officers thrive on educating folks and providing food and good times for everyone who attends.

**Golden Valley Police Department
GENERAL TRAINING POLICIES & PRACTICES**

**APPENDIX A
Crisis Intervention Learning Objectives**

Peace Officer and Part Time Peace Officer In-Service Learning Objectives for Crisis Intervention and Mental Illness Crises Training

In 2017 the Minnesota legislature passed statute 626.8469 TRAINING IN CRISIS RESPONSE, CONFLICT MANAGEMENT, AND CULTURAL DIVERSITY. One component of this statute requires the chief law enforcement officer of every state and local law enforcement agency to provide in-service training in crisis intervention and mental illness crises to officers beginning July 1, 2018.

This training must comply with learning objectives approved by the Minnesota Board of Peace Officer Standards and Training (POST Board) and be provided through courses approved for continuing education by the board. These objectives are intended to provide officers with training that promotes the safety of all those involved and positive crisis resolution. To be effective training should increase knowledge in the subject area and develop skills and abilities through active participation.

Learning Objectives

1. Demonstrate understanding of the challenges of mental illnesses to include:
 - A. Describe the major and serious forms of mental illnesses and how to recognize associated symptoms and behaviors including substance use disorders and signs of suicidality.
 - B. Discuss how psychiatric medications work, some of their possible side effects and why people don't always take their medications.
 - C. Explain how some behaviors associated with mental illnesses may overlap with commonly observed criminal behavior.
 - D. Discuss bias, fear, and misinformation that come from the stigma surrounding mental illnesses, and the importance of informed, fair, and impartial responses.

2. Demonstrate understanding of mental illness concerns specific to special populations to include:
 - A. Discuss special considerations officers should be aware of and strategies that can be appropriate in mental health crisis situations involving veterans.
 - B. Discuss how trauma can impact a person's mental health. Recognize signs and symptoms of trauma, and explain or model approaches for interacting with someone who has experienced trauma.
 - C. Discuss special considerations for recognizing and managing people experiencing a mental illness crisis with co-occurring substance use or abuse.
 - D. Discuss how culture affects views and reactions to signs/behaviors associated with mental illnesses. Identify the benefits of culturally knowledgeable/sensitive responses including strategies for culturally responsive mental health crisis intervention.

3. Demonstrate understanding of mental health concerns of peace officers to include:
 - A. Discuss how trauma exposure and stress may influence officer mental/physical health, decisions and behavior.
 - B. Discuss or model strategies that support good mental health.
 - C. Discuss how to recognize when help is needed, barriers to seeking help, and how to access help.

4. Discuss practical strategies for managing situations involving a mental health crisis to include:
 - A. Discuss and/or model verbal and non-verbal intervention techniques that officers can use to diffuse tension and reduce emotional intensity in situations involving someone experiencing a mental health crisis (i.e. rapport building, active listening, body language, voice).
 - B. Identify and/or model effective suicide intervention strategies.
 - C. Discuss peace officer duties to protect individuals in custody, warning signs of suicidality in custody, and practices for preventing suicide of individuals in custody.
 - D. Explain how and when to take someone into custody including:
 - the statutory elements for taking someone into custody for reasons of mental illness or developmental disability, chemical dependence, or “intoxication in public”,
 - the information needed to determine if a peace officer hold is necessary and
 - the criteria for a 72 hour hold.
 - E. Identify local resources officers can use during or after a mental health crises (e.g., mobile crisis teams, veterans services, outpatient services, homeless shelters, detox facilities, social services) and understand when and how to connect people with them.

**Golden Valley Police Department
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**APPENDIX B
Conflict Management and Mediation
Learning Objectives**

Peace Officer and Part Time Peace Officer In-Service Learning Objectives for Training on Conflict Management and Mediation

In 2017 the Minnesota legislature passed statute 626.8469 TRAINING IN CRISIS RESPONSE, CONFLICT MANAGEMENT, AND CULTURAL DIVERSITY. One component of this statute requires the chief law enforcement officer of every state and local law enforcement agency to provide in-service training in conflict management and mediation beginning July 1, 2018.

This training must comply with learning objectives approved by the Minnesota Board of Peace Officer Standards and Training and be provided through courses approved for continuing education by the board.

These objectives are intended to provide officers with training on conflict management that promotes safe practices and positive resolutions. Although officers may be trained in individual skills and tactics, they must also be able to integrate them as they make decisions and solve problems in unique and complex situations. To be effective officer training should increase knowledge in the subject area and develop skills and abilities through participation.

Learning Objectives

1. Demonstrate understanding of how fair and impartial treatment of community members develops good will between police and all people, discourages conflict, and encourages cooperation to include:
 - A. Discuss how mutual trust, respect and cooperation are promoted through:
 - Treating people fairly and with dignity and respect,
 - Giving people an opportunity to be heard during encounters with law enforcement,
 - Making impartial decisions,
 - Being transparent with actions and
 - Being open to community involvement in problem solving.
 - B. Discuss how fair, impartial treatment applies in a variety of police encounters with community members who are: victims, witnesses, by-standers, crime reporters or suspects.
2. Demonstrate understanding of the role of peace officers in conflict resolution to include:
 - A. Identify objective threat indicators that may call for taking immediate action to protect the safety of community members and officers.
 - B. Discuss or demonstrate practices and tactics that protect the safety of community members and officers while attempting conflict resolution.
 - C. Discuss the role peace officers play in fairly and objectively resolving conflict, in reducing tension, and in seeking ways to resolve conflict without use of force.

- D. Discuss how an officer's thoughts, moods, fears, and attitudes can contribute to the escalation or de-escalation of situations.
 - E. Discuss healthy ways to self-regulate emotions.
 - F. Identify how frustration, fear and anger play a role in conflict, and how making people feel safe, respected, and heard aids in managing heightened emotions.
3. Identify and demonstrate skills and strategies for conflict management and resolution to include:
- A. Discuss problem solving strategies and barriers for dealing with individuals in conflict, e.g., reducing fears and tensions, instilling confidence, identifying needs and solutions and providing options.
 - B. Identify communication tactics to promote peaceful dispute resolution, e.g., active listening, rapport building.
 - C. Identify communication skills that promote peaceful dispute resolution, e.g., officer presence and demeanor (stance, facial expression, eye contact and proximity).
 - D. Describe or demonstrate appropriate conflict resolution practices.
4. Manage conflict in dynamic circumstances to include:
- A. Identify objective threat indicators, such as rage or aggressive body language that may call for immediate action to protect the safety of community members and officers.
 - B. Discuss or demonstrate the use of threat reduction tactics involving time, distance, cover and disengagement while, if feasible, attempting de-escalation.
 - C. Demonstrate the use of emotional regulation and communication skills before, during and after a threatening incident.
 - D. Practice decision making in conflict scenarios that may or may not require the use of force.

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**APPENDIX C
Implicit Bias Learning Objectives**

Peace Officer and Part Time Peace Officer In-Service Learning Objectives for Training on Recognizing and Valuing Community Diversity and Cultural Differences to Include Implicit Bias Training

In 2017 the Minnesota legislature passed statute 626.8469 TRAINING IN CRISIS RESPONSE, CONFLICT MANAGEMENT, AND CULTURAL DIVERSITY. One component of this statute requires the chief law enforcement officer of every state and local law enforcement agency to provide in-service training in “Recognizing and Valuing Community Diversity and Cultural Differences to Include Implicit Bias” beginning July 1, 2018.

Training must comply with the learning objectives approved by the Minnesota Board of Peace Officer Standards and Training and be provided through courses approved for continuing education by the board. These objectives are intended to promote improved police and community relationships and safety, and increased recognition and appreciation of community diversity and cultural differences.

Learning Objectives

1. Demonstrate understanding of race relations and their impact on policing practices, to include:
 - A. Summarize race and policing in the U.S. in historical context. Discuss the ongoing influence of race relations, strategies to reconcile past injustice, and the importance of fair and impartial policing.
 - B. Identify/analyze policing practices that have historically alienated and angered disadvantaged communities of color.
 - C. Discuss how policing practices can address historically unjust laws and policies.

2. Demonstrate understanding of implicit and explicit bias, to include:
 - A. Explain the difference between implicit and explicit bias.
 - B. Discuss how fear and bias influence officer behavior and police-community interactions.
 - C. Identify your own implicit bias and strategies that can reduce the negative influence of bias.

3. Demonstrate understanding of impartial policing, to include:
 - A. Describe institutional racism and other forms of bias in the U.S. in a historical context, and their effect on culture, justice, crime, and law.
 - B. Discuss law enforcement practices that reduce bias and positively influence community relations.
 - C. Reflect on your individual practices and discuss how to apply impartial policing practices in your community.

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**APPENDIX D
Use Of Force Learning Objectives**

IN-SERVICE USE OF FORCE LEARNING OBJECTIVES FOR PEACE OFFICERS AND PART-TIME PEACE OFFICERS

INTRODUCTION

The following learning objectives have been developed to assist law enforcement agencies in providing use of force continuing education to officers. Pursuant to MN STAT 626.8452 this training must be provided to all peace officers and part-time peace officers annually and each officer is required to receive instruction relative only to weapons and equipment the officer is issued or authorized to use. The term annually has been defined by the POST Board to mean at least once per calendar year.

There are many formats for delivering continuing education. Agencies are encouraged to explore creative and co-operative means of providing this education. Each law enforcement agency must determine minimum competency levels appropriate for agency personnel and nothing in these objectives prohibits an agency from developing additional objectives, or setting higher standards. Agencies are also encouraged to submit suggestions for revisions to these objectives to the POST Board.

A. USE OF FORCE

General learning goal: The officer will explain the criteria that are used to determine when force may be employed, the circumstances that justify the use of deadly force, and the liabilities attached to the use of force.

Performance Objectives:

1. The officer will identify the four instances in which MN STAT 609.06 subd. 1(a)-(d) authorizes a public officer to use reasonable force.
2. The officer will demonstrate familiarity with the agency's policies concerning the use of deadly force.
3. The officer will explain why MN STATS 629.32 and 629.33 are relevant to use of force.
4. The officer will explain the concept of objectively reasonable use of force by peace officers and factors that influence the tool, technique or tactic an officer may choose to use in a situation. The following concepts will be discussed:
 - a) Verbal skills.
 - b) Empty hand techniques.
 - c) Intermediate weapons.
 - d) Deadly Force.
 - e) Totality of the circumstances.

5. The officer will explain how, normally less lethal techniques and weapons may become lethal.
6. The officer will demonstrate knowledge of the circumstances under which a peace officer may use deadly force under MN STAT 609.066.
7. The officer will demonstrate familiarity with the agency's policies concerning the use of force.
8. The officer will explain the civil, criminal, licensing, and employment consequences of unlawful or unreasonable use of force.

B. READINESS ASPECTS OF USE OF FORCE

General learning goal: The officer will explain the importance of mental and physical readiness, and emotional trauma.

Performance Objectives:

1. The officer will explain how extremely stressful situations will affect physical and mental functioning. The explanation must cover the following.
 - a) Breathing and circulation.
 - b) Changes in sensory perception.
 - c) Changes in motor skills.
 - d) Physical trauma
2. The officer will identify the symptoms of emotional trauma that may arise from critical incidents and discuss the need for evaluating and treating their effects, to include:
 - a) Sleep disturbances.
 - b) Emotional distancing.
 - c) Hyper-alertness or exaggerated startle response.
 - d) Memory impairment or trouble concentrating.
 - e) Inability to express feelings.
3. The officer will explain the agency's response to officers involved in deadly force and other critical incidents.
4. The officer will explain the concept of "post-shooting trauma" that people can have varying responses when force, including deadly force, is applied.

C. VERBAL AND NON-VERBAL COMMUNICATION STRATEGIES

General Learning Goal: The officer will explain the importance of and demonstrate proficiency in integrating communication skills where safe and feasible along with tactical de-escalation strategies in volatile situations.

Performance Objectives:

1. The officer will understand the importance of the following areas:
 - a) Active listening and verbalization/command skills
 - b) Use of volume, pitch and pace.
 - c) Contextual or non-verbal communication: body language.
 - d) Lack of compliance considerations: Medical conditions, mental impairment, physical limitations, language barrier, behavior crisis, drugs or alcohol use.
 - e) De-escalation/conflict management strategies: when safe and feasible, barriers, containment, communication, limiting exposure, distance, and other tactics to reduce the need for force.

D. PROFICIENCY WITH UNARMED CONTROL MEASURES

General learning goal: The officer will demonstrate proficiency and explain the importance of unarmed control measures which are authorized by the officer's agency.

Performance Objectives:

1. The officer will demonstrate proficiency in the following areas:
 - a) Handcuffing techniques (and other restraining devices) from positions: prone, standing, kneeling.
 - b) Weapon retention-authorized firearms (in and out of holster) and other agency approved equipment including electronic control weapons.
 - c) Empty hand techniques
 - d) Integration of empty hand techniques and weapons systems to include weapon transitioning and weapon retention.

E. PROFICIENCY WITH INTERMEDIATE FORCE WEAPONS

General learning goal: The officer will discuss and demonstrate proficiency with the various intermediate weapons used by the agency.

Performance Objectives:

1. If the officer is issued or authorized to carry or use chemical aerosols, impact weapons, specialty impact munitions, electronic weapons, or other intermediate weapons, the officer will demonstrate proficiency in the use of these weapons

consistent with agency policy(s).

2. Discuss the impact of low light and adverse weather conditions on the use of intermediate weapons.

F. PRINCIPLES OF FIREARMS USE

General learning goal: During the course of practical firearms training, (sections F and G) the officer will demonstrate knowledge of firearms safety, firearms maintenance, handgun shooting principles and familiarization with authorized firearms. This training will be consistent with agency policies and individual officer assignments.

Performance Objectives:

1. The officer will demonstrate safe handling of all firearms used during training. This will include:
 - a) Safely and correctly loading and unloading the firearms.
 - b) Safely and correctly holstering and drawing the firearms.
 - c) Safely and correctly clearing malfunctions.
 - d) Safely and correctly maintaining authorized firearms.
2. The officer will describe the various methods of handling and storing firearms while off-duty in compliance with MN STAT 609.666. The need for security of firearms kept in the officer's home will also be explained.
3. The officer will identify authorized firearms categories and corresponding ammunition utilized by the agency.
4. The officer will explain situations in which use of the weak hand may be required.
5. The officer will explain the circumstances that justify the use of deadly force by peace officers.

G. HANDGUN RANGE EXERCISES

General learning goal: Any officer who is issued or is authorized to carry a handgun, will effectively and safely utilize the authorized handgun(s) on a qualification course of fire.

Performance Objectives:

1. The officer will demonstrate effective techniques in the following areas:
 - a) Close encounter shooting.

- b) Shooting from cover.
 - c) Reloading Techniques.
 - d) Weapon/reaction hand shooting.
2. The officer will fire a qualification course consisting of no less than 50 rounds. The course of fire may be conducted with duty ammunition, or with lead free, frangible, or non-toxic ammunition that has ballistic performance similar to the issued service ammunition.
 3. During the course of fire, the officer will fire from close, medium and long range. Close range means less than 7 yards; medium range means 7 to 14 yards; and long range means 15 to 25 yards (Suggested use of ammunition allotment: 50% at close range; 40% at medium range and 10% at long range.)
 4. The agency will determine the minimum proficiency to be obtained for successful completion of the exercise.

H. OTHER FIREARMS RANGE EXERCISES

General learning goal: Any officer who is authorized to use other firearms (shotgun, rifle, etc.) will effectively and safely utilize these firearms in a qualification course of fire.

Performance Objectives: Shotgun

1. Given a qualification course of fire, the officer will successfully complete the following:
 - a) The officer will fire the weapon at various distances, using various shooting positions.
 - b) The officer shall consider the projectile spread and background beyond the area of the immediate threat when making the decision to select the shotgun or other authorized firearm.
 - c) During this exercise, the officer may use duty ammunition, or ammunition that has ballistic performance similar to the issued service ammunition. It is recommended that officers' duty ammunition, if not expended during the yearly course of fire, be replaced at least every two years.
 - d) The agency will determine the minimum proficiency to be obtained for successful completion of the exercise.
 - e) The officer will fire a minimum of 10 rounds during this exercise.

Performance Objectives: Rifle

- a) The officer will fire the weapon at various distances, using various shooting positions.
- b) The officer shall consider distance and shot accuracy when selecting the rifle or other authorized firearm.
- c) During this exercise, the officer may use duty ammunition or ammunition that has

ballistic performance similar to the issued duty ammunition. It is recommended that the officer's duty ammunition be replaced every two years.

- d) The agency will determine the minimum proficiency to be obtained for successful completion of the exercise.
- e) The officer will fire a minimum of 20 rounds during this exercise.

I. FIREARM SELECTION

General learning goal: The officer will identify the situations and considerations involved in determining which firearm (handgun or other firearm) is appropriate in various tactical situations.

Performance Objectives:

1. The officer will identify important considerations when deciding which firearm should be used in a tactical situation, to include:
 - a) The physical environment.
 - b) The number of suspect(s).
 - c) The weapons available to suspect(s).
 - d) The presence of bystanders, hostages, or other innocent persons.
 - e) The presence and deployment of assisting officers.
 - f) The officer's level of training with authorized weapons.
 - g) The firearms policy of the agency.
 - h) The potential for ricochet, projectile pattern and projectile penetration.
2. The officer will describe and compare the recognized or effective range of various firearms authorized by the agency.

J. USE OF FIREARMS IN LOW LIGHT AND IN ADVERSE WEATHER

General learning goal: The officer will demonstrate the ability to effectively fire their authorized weapons to include handgun, rifle and shotgun in low light and in adverse weather conditions.

Performance Objectives:

1. The officer will demonstrate the ability to effectively use weapon light systems or other illumination devices in low light conditions.
 - a) Muzzle flash.
 - b) Target identification.
 - c) Target accuracy.
2. The officer will demonstrate the ability to respond to the tactical considerations

associated with adverse weather conditions:

- a) Firearm malfunction.
- b) Firearm control.
- c) Use of gloves.
- d) Reduced mobility in drawing and firing the weapon wearing heavy clothing.
- f) Impact of cold weather in reducing motor function of the extremities.