San Bernardino County Sheriff's Dept.
Special Weapons & Tactics Course (SWAT)
2330-23000

I. Welcome & Pre-qualifications
  A. Introductions
    1. Introduction of instructors
    2. SWAT Command Staff and Cadre introductions
    3. Orientation to the facility for outside agencies
    4. Course objectives
  B. Pre-course Performance Evaluation of Students
    1. Discussion and explanation of the course qualifications
    2. Physical qualification
      a. Sit and reach
      b. Pushups
      c. Sit-ups (timed)
      d. 1.5 mile run (timed)
    3. Handgun qualification
      a. Drug and body armor (2 high chest, 1 head)
      b. Barricade shooting
      c. Timed head shots
      d. Timed high chest shots 15 yards
      e. Shooting on the move
  C. Class Registration of Qualified Students
    1. Students passing the evaluation are registered to start the course
    2. All others are encouraged to re-try at a later time, and released back to their respective agencies

II. Introduction to SWAT
  A. SWAT Operations
    1. Mission
    2. Team system
    3. Diversity assignments
  B. Historical Perspective of the SWAT Concept
    1. Often part of the narcotics unit
    2. Separate unit advantages

III. Personnel Selection / Continued Evaluation of Team Members
  A. Preliminary Considerations
    1. Agency selection of SWAT team personnel
      a. Discussion on what processes different agencies use
      b. Importance of documentation and written policy supporting testing and selection process

2. Agency determined selection and testing criteria
    a. Physical fitness and appearance
    b. Ability to work on a team
    c. Emotional stability and maturity
    d. Background and experience
    e. Other criteria as determined by the agency
3. Implementing a formal team selection process
    a. Application required
    b. Formal oral interview
    c. Physical fitness test
    d. Appropriate background screening
        1) Supervisor's / Commander's recommendations
        2) Past performance record
        3) Review of past experiences - Interview by command staff regarding tactical or other applicable experience
        4) Other information as deemed appropriate by the agency
4. Initial performance evaluation of team members
    a. Identify probationary period
    b. Periodic evaluation
    c. Peer critiques
5. On-scene demeanor / professionalism
    a. Professional demeanor
    b. Appropriate dress and accouterments
    c. Functioning in public and media view
        1) Cell phone video and audio
        2) High tech listening and camera equipment
        3) Always be and act professional
6. Physical considerations
    a. Fitness standards for SWAT team members
    b. Lifetime fitness recommendations
        1) Diet and nutrition
        2) Exercise programs
        3) Medical evaluations
        4) On-going fitness maintenance
    c. Physical training for SWAT team members
7. Psychological considerations
    a. Post –traumatic stress
    b. Stress management
    c. Mental conditioning for confrontations
        1) Mindset / will to survive
        2) Exercises for stress and fear response
        3) Mental walkthrough and preparation
        4) Realistic training

B. Continuing Performance Evaluation
1. Performance evaluation of team members
    a. Core competency training and compliance

b. Professional standards and behavior
c. Team acceptance and peer evaluation

2. Team member personal responsibility when on-call
a. Protocol for swapping duty
b. No alcohol
c. Stay in immediate area
d. Off duty use of unit

IV. Overview of Specialized SWAT Functions (lecture only)

A. Canines
1. Joint training
2. Deployment considerations
3. Officer safety

B. Airborne
1. Fast rope, Rappel, Hover step
2. Certification and re-certification

C. Crisis Negotiation
1. Training for negotiators
2. Deployment considerations
3. Selection of personnel

D. Explosive Breaching
1. Training and certification requirements
2. Proper usage
3. Safety

E. Long Rifle / Observer
1. Training and qualifications
2. Proper usage
3. Role of the long rifle observer team

F. Rescue Operations
1. Concepts and tactics
2. Down officer scenarios
3. Equipment considerations

G. Mobile Assaults
1. Concepts and tactics
2. Barricade vs. Hostage
3. Equipment considerations

H. SWAT Response to Weapons of Mass Destruction (WMD)-Related Incidents
1. Exposure considerations
2. Evacuations
3. Protective equipment

V. Basic SWAT Concepts

A. Common SWAT Responses / Scenarios
1. Barricaded suspect incidents
2. Hostage incidents
3. High risk warrant services

4. Dignitary protection
5. Crowd and riot control

B. Incident Command and Direct Supervision of the SWAT Team
1. On-scene commander's responsibilities
2. SWAT Commander's responsibilities
3. Mutual aid procedures

C. SWAT Activation Criteria
1. Need for written SWAT response guidelines
2. General call-out protocols
3. Use of SWAT for planned events

D. Team Composition and Duties
1. Team member and individual assignments
    a. Primary and auxiliary assignments
    b. Team organization
    c. Additional individual duties
2. Responsibilities
    a. Equipment maintenance
    b. Timely response to call-outs
    c. Responsibilities throughout the rank and organizational structure
3. Personal commitment
    a. Sacrifice of personal time
    b. Requirement to remain physically fit
    c. Work schedule

E. Legal Aspects
1. Use-of-force continuum
    a. Rules of engagement
    b. Case law – this section advises students to be aware of changes in case law and other SWAT directives and policies
2. Use of deadly force
    a. Civil rights lawsuits
    b. Department policy
    c. California law
3. Search Warrants
    a. 4th amendment
        1) Suppressed evidence
        2) Civil Liability
        3) Warrantless searches
        4) Exigency
    b. Penal Code 1523
    c. Hours of service (arrest warrant: 0600-1000, search warrant: 0700-1000, federal search warrant: 0600-1000, night service)
    d. Time limit (10 days)
    e. Knock notice – Penal Code 1531
    f. Search vs. Arrest warrants (Ramey,Stegald)
    g. SWAT attachment for search warrants
    h. Other Relevant Penal Codes

1) 1538.5 evidence suppression
2) 844 forced entry arrest warrants
3) 835a reasonable force to effect the arrest, to prevent escape or to overcome resistance.

4. Search Warrant attachments for use of:
    a. Electronic surveillance and recording
    b. Remington balls
    c. Tactical Tractor
    d. Robots
5. Examples of current climate and recent events (examples may be changed / updated as incidents occur)
    a. Ferguson, Missouri
    b. Baltimore, Maryland
6. Militarization & 1033 program
    a. Issues with public perception with civilian law enforcement utilizing military equipment
    b. Cautions of overuse of specialized teams in the eye of the public and media; e/g/ SWAT teams used to routinely serve low to medium risk warrants
    c. Documentation of equipment usage and justification for equipment and specialized team usage.

F. Intra/Inter Unit Relationships
1. Interface relationships with patrol division
2. Relationship to the requesting unit
3. Relationship to allied agencies
4. Mutual aid procedures

G. Training / Learning from others
1. Creating a “tactical considerations” file
    a. After action reports
    b. Case debriefings
    c. Audio and video recordings
2. Regional team meetings and networking
3. Joint training events

H. Importance of Correct Terminology
1. Use of standardized terms / signals
    a. Common SWAT terms
    b. Mirror
    c. Pie
    d. Cover down
    e. Stealth
    f. Dynamic
    g. Hand signals
2. Procedural descriptions
    a. Standardized forms
    b. Division wide understanding of “why”

I. Scouting and Operational Planning

1. Importance of planning
2. Structured planning format
3. Five paragraph military operations order model:
    SMEAC
    Situation
    Mission 9 (and goals)
    Execution
    Administration (and equipment)
    Communications
4. Principles of containment
    a. Inner (primary) perimeter
    b. Outer (secondary) perimeter
5. Intelligence gathering
    a. Scouting
    b. Other sources and methods
6. Pre-event planning (pre-briefing)
    a. Plan, review, and rehearsal
    b. Emergency deployment
        1) Standard team pre-designated assignments (team line-up)
        2) Standard team pre-designated areas of responsibility (entry, perimeter)
        3) Incident contingencies
7. Contemporaneous planning
    a. Planning under time constraints
    b. Adapt the plan as the mission dictates
8. Implementation / resolution
    a. Put the plan into action
    b. Communicate changes in the plan
    c. Plan for more than one outcome
9. Incident de-briefing
    a. After-action report
    b. Incident critique

J. Command Post Operations
1. Field Command Post
2. Tactical Operations Center
3. Media Considerations

VI. Introductory Lecture to Basic SWAT Equipment
A. Uniform equipment
1. Assignment appropriate clothing
2. Ballistic protection
3. Holsters/load bearing vests

B. Weapons and firearms
1. Handgun
2. Shoulder weapon (sub machine guns / shotguns)
3. Impact weaponry

4. Other (other agency specific items)

C. Communication devices
1. Radio
2. Headsets / voice-activated systems, etc.
3. Field telephones
4. Other (agency specific requirements)

D. Other general equipment considerations
1. Mirrors / periscopes
2. Night vision devices
3. Lighting equipment
4. Ballistic shields
5. Breaching devices
6. Video cameras – low/no light capabilities
7. Other (agency specific requirements)

E. Support equipment and technology
1. Closed circuit television systems
2. Robotics
3. Chemical agents
4. Diversionary devices
5. Listening devices
6. Helicopters
7. Mobile battering rams
8. Other equipment, mission specific (other agency specific items)

VII. Introduction to Submachine Gun / Select Fire Carbine

A. History H&K / MP5
1. H&K founded in 1949
2. MP5s first introduced in the US in early 1970s

B. Colt M16 / M4 series (type)
1. Impingement gas systems
2. Piston type systems

C. Nomenclature
1. Sub-machine gun
a. Open bolt
b. Closed bolt
2. Select-fire carbines
a. Gas impingement
b. Gas piston

D. Maintenance
1. Upper receiver
2. Lower receiver
3. Trigger groups
4. Bores & chambers
5. Lubrication
6. Function checks

7. Students will disassemble and reassemble their UNLOADED agency issued weapon in the classroom

E. H&K Sights (mechanical)
1. Types
2. Use
3. Adjustment
4. Tools needed (MP5)

F. Basic Marksmanship
1. Fundamentals
2. Adjusting the basics for rapid and automatic fire
3. Use and adjustment of the sling

G. Zeroing
1. Mechanical
2. Battle sight zero (BZO)
3. 15yd vs 25yd vs 50yd zeros
4. Optics

H. Loading / Clearing / Malfunctions
1. Administrative loads
2. Tactical / speed loads
3. Malfunctions
4. Rendering the firearm clear and safe

I. Advanced Firearms Techniques
1. Static line exercises conducted on the live fire range
   All range exercises will have a minimum student to instructor ratio of 3:1 for static shooting and 1:1 for any shooting requiring movement
2. At a minimum, firearms training will include:
   a. Stationary
      1) Shooting with a shield
      2) Shooting from armor
      3) Long distance techniques
      4) Shooting while wearing issue gas mask
   b. Standing
      1) Moving
      2) Snap drills
      3) Turning 180 and 90 degrees
   c. Kneeling
      1) Long and intermediate distances
      2) With a shield
      3) Behind cover
      4) With a cover officer
   d. Prone
      1) With a shield
      2) Long and intermediate distances
      3) Maintain a low profile
      4) Reparatory pause
   e. Multi-person (stacked weapon)

1) Static
2) Moving
3) Triangulation of the target

f. Weapon malfunction drills
1) Combat reloads
2) Malfunction clearance
3) Catastrophic malfunctions
4) Transition to secondary weapons system

g. Fighting while wounded, e.g. loading, reloading, firing with weak hand, etc
1) Single hand shooting primary and secondary weapons
2) Support shooting techniques
3) Reloads
4) Malfunction clearance

h. Weapon transition drills
1) Safety issues
2) Proper weapons selection
3) Cover officer

i. Failure drills (surgical shooting)
1) Drug and or Body armor drill
2) Precision shooting both optics and iron sights
3) Trigger reset
4) Double taps / burst fire

j. Full auto fire vs semi-auto fire (isometric tension)
1) Stance
2) Grip
3) Mount
4) Muzzle control
5) Proper sling usage

3. Dynamic/movement shooting exercises to include handgun and sub-machine gun
a. Shooting on the move
b. Full auto fire on-the-move
c. Failure drills, on-the-move
d. Weapon transition drills, on-the-move
e. Multiple target and target identification, on-the-move
f. CQB (Close quarter battle) – room entries
1) Pre-determined
2) Reactive
g. Precision shooting qualifications course
h. Shooting with protective mask
i. Shooting with ballistic shield

4. Night shooting exercises, static line exercises, to include:
a. Low light situations
b. Flashlight techniques

5. Individual and team firearms training

6. Practical application (techniques are carried over into the live fire house as well as during simunitions training)

J. Controlled Pairs & Failure Drills as static line exercises
   1. Double taps / burst fire
   2. Front sight post quick target acquisition
   3. Failure drills
   4. Body armor
   5. Drug/alcohol/etc

K. Dynamic / movement exercises
   1. Linear
   2. Paralleling
   3. Pairs
   4. Firing on the move
   5. Cover drills

L. Multiple targets – static line exercises
   1. Multiple threats
   2. Non-lethal threats

M. Use of cover – static line exercises
   1. Items of cover
   2. Positional shooting from cover
   3. Distance from cover
      a. Daylight
      b. Low-light

N. Ballistics – static line exercises
   1. Internal
      a. Rifling
      b. Bullet casing
      c. Primer
      d. Projectile
   2. External
      a. Bullet path
      b. Trajectory
      c. Environmental considerations
   3. Terminal
      a. Building materials
      b. Human body
      c. Wound characteristics
      d. Temporary and permanent wound channels

O. Low-light techniques – static line exercises
   1. Static firing
   2. Use of cover/barricades during low light
   3. Alternative means of lighting
      a. Utility lights
      b. Handgun lights
      c. Team lighting

VIII. Diversionary Devices (Light / Sound Diversionary Devices – LSDD)

A. Overview of diversionary devices

1. Types
2. Capabilities
3. Limitations

B. Tactical uses

1. Deployment
2. Legal aspects
3. Legal considerations

C. Demonstration – by instructors with INERT devices in classroom

1. Proper handling
    a. Fire retardant gloves
    b. Eye and ear protection
    c. Pin and secondary safety measures
2. Preparation
    a. Spoon placement
    b. Hold techniques
    c. Look prior to deployment
3. Proper deployment
    a. Placement
    b. "No bang" considerations
    c. Firefighting capabilities

D. Practical application – Students will demonstrate the proper methods of deployment by using training diversionary devices

1. Safety equipment: Prior to deploying any LSDD devices a safety briefing will be conducted. The safety briefing will cover locations of fire extinguishers, water hoses, and the location of the emergency telephone if medical aid is needed. All students will wear proper Nomex (flame retardant) forearm length gloves, wrap around ballistic eye wear safety glasses, protective garments, and proper ear protection. Student to instructor ratios will be 1:1
2. Demonstration of proper hold and spoon placement: Under direct supervision students will remove the device from its carrying pouch. Students will place the spoon of the LSDD in the web of the hand with the pull ring facing the officer. If the student needs to hold the device in the left hand, the student will hold the device upside down so that the spoon remains in the web of the hand and the pull ring faces the officer. Student to instructor ratios will be 1:1
3. Proper deployment: Each student will be under the direct supervision of an instructor. This will be conducted on a one to one instructor to student, ratio. Each student will deploy one LSDD. The student will visually clear the area he or she intends to place the device, ensuring the space is free of hazards and people. All of the possible safety hazards will be identified prior to deployment of LSDD. All possible fire hazards will be identified prior to deploying LSDD. There will also be a student/officer who will have a fire extinguisher if needed. The deployment area is a pre-designated room within

the live fire house at the San Bernardino County Sheriff's Department training facility. This building has no roof and no doors and is a large open room with no safety concerns. The pre-designated room is designed to limit all blast pressure which may occur from the LSDD. The placement of the LSDD will be in the center of a large 25 ft. X 20 ft. room. All of the doors and windows of this room are open and there is no roof. This will minimize blast pressure. Student to instructor ratios will be 1:1

4. One deployment per student
5. The San Bernardino County Sheriff's Department (SBCSD) Arson Bomb detail will be present during LSDD deployments. In the event of a defective device, SBCSD Arson Bomb personnel will render the device safe.

IX. Less Lethal Munitions in SWAT Operations - overview

A. Capabilities and limitations of less lethal munitions
   1. Types direct / indirect
   2. Effective ranges
   3. Effective zones
   4. Effectiveness on mentally ill or under the influence

B. Selection of less lethal munitions
   1. Stun bag rounds
   2. 40mm Exact Impact Sponge rounds
   3. 40mm Multiple Baton rounds
   4. 40mm Stinger rubber ball rounds
   5. 12 gauge options

C. Selection of an appropriate delivery system
   1. 40mm advantages - rifled barrel
   2. 37mm non-rifled barrel

D. Lethal cover: Lethal cover is protection (backup) provided by a lethally armed officer for the officer who is deploying less lethal force. Ie: the officer who is only armed with less lethal weapons against a lethally armed subject
   1. Communication with the operator deploying less lethal munitions
   2. Range determination for the deployment officer
   3. Serves as spotter covering and protecting the deploying officer

E. Proper deployment and targeting
   1. Direction
   2. Innocent bystanders
   3. Effective zones
   4. Lethality

F. Legal considerations
   1. Case law: Graham v. Conner 490 US 386 (1989)
   2. Department policy
      a. Proper deployment and use
      b. Reporting procedures
      c. Medical treatment
   3. State / Federal law
      a. California Penal Code Sections 12600-12601

b. DOJ Policy and Procedure section 308 Control Devices and Techniques

4. Correct terminology
    a. Utilize standard terms to eliminate confusion
    b. Less Lethal Impact munitions
5. Photograph injuries
    a. After the incident
    b. Several hours later
    c. The next day (24 hours later)

G. First-aid considerations
1. Medical assets
2. Hospital routes planned
3. First-aid supplies (medic)

H. Practical application – students will each fire the munitions listed in section B at stationary targets. The drill gives each student experience with the effectiveness of the munitions. Student to instructor ratios will be 1:1
1. Targets identified on designated range: A specific range will be designated for less lethal deployment. There will be paper targets attached to target stands. These targets will simulate the outline of an adult. The second target a Body Opponent Bag (BOB) will also be utilized. A BOB is a solid rubber adult figure that was developed to take less lethal munitions without any damage.
2. Proper target identification/specific "zones": Under the direct supervision, of an instructor, each student will deploy a single less lethal round to the designated target. Instructors will give the command of zone 1, 2 or 3. Students will then deploy the round to the appropriate zone.
3. Loading and unloading: Under the direct supervision of an instructor, each student will properly load various less lethal munitions into a 40mm rifled barrel launching systems or a designated less lethal 12 gauge Remington shotgun. During the loading process each student will read the type, color and caliber of the round they are loading into the weapon system. Once the round is fired, the student will eject the fired casing and properly load another round into the weapon. During less lethal deployment each student will announce that they are deploying less lethal munitions. These announcements will be made by radio.
4. Simulated lethal cover: While one student is deploying less lethal munitions a second student will be providing lethal cover (Weapon Unloaded and Safety Checked). Both students will be side by side and will have both weapon systems pointed in the same direction under the direct supervision of an instructor.
5. Verbal announcements made if appropriate
6. Utilize cover and/or concealment

X. Rescue Operations

A. Downed officer / civilian
1. Inside the objective
2. Outside the objective

B. Approach

1. Use available cover
2. Ballistic shields
3. Use of armored vehicles
4. Deploying from armored vehicles
5. Use of smoke and or LSDD
6. Emergency gas plans

C. Extraction

1. Care of the wounded
2. Use of armored vehicles
3. Use of available cover
4. Use of suppressive fire
5. Helicopter landing considerations

D. Practical applications – Live Fire House

1. Downed Officer or Civilian rescue outside the objective

   There is no live fire during this exercise

   Under the direct supervision of an instructor, a rescue team of five operators (students) will mount the Armored Personnel Carrier (APC) in the opposite order that they will dismount; "last man in, first man out." While approaching and assessing the situation, the Team Leader will direct the driver to a position that provides maximum cover for the rescue team. The rescue team will dismount and position themselves in a "stick" on the side opposite of the threat. While getting into position, the number one man will prepare his smoke canister for quick delivery. The stick will begin their approach to the downed individual. Smoke will be deployed to mask the movements of the rescue element. The rescue team will then continue their approach. Upon reaching the downed individual, students will conduct a downed officer/civilian rescue, maintaining cover while removing the injured person from the area. Upon reaching the rear of the APC, team members will load the downed individual providing the proper medical care as needed. When everybody is safely loaded, the APC will transport the injured individual to a predesignated landing zone for air evacuation.

2. Downed Officer or Civilian inside the objective

   There is no live fire during this exercise

   Under the direct supervision of an instructor, a rescue team of five operators (students) will mount the Armored Personnel Carrier (APC) in the opposite order that they will dismount; "last man in, first man out." While approaching and assessing the situation, the Team Leader will direct the driver to a position that provides maximum cover for the rescue team. The rescue team will dismount and position themselves in a "stick" on the side opposite of the threat. Upon reaching the downed individual, students will conduct a downed officer/civilian rescue, maintaining cover while removing the injured person from the area. Upon reaching the rear of the APC, team members will load the downed individual providing the proper medical care as needed. When everybody

is safely loaded, the APC will transport the injured individual to a predesignated landing zone for air evacuation.

E. Practical Application – Range

1. Downed Officer or Civilian outside the objective (live fire)

This block of instruction will include the use of live fire on a gun range. The instructor to student ratio will be 1:1. Students will be informed that, if during the scenario, they hear gun fire the covering operators should treat it as if they are receiving gun fire from the suspect and respond by returning fire. The gunfire students hear will be blanks fired by weapons directed down range, facilitated by an instructor who is directly adjacent to the students (neither in front of nor behind, but on the same firing line) but separated by no less than 20 feet parallel from the students. The lead instructor will oversee the rescue operation and decide when the designated instructor shall fire the rounds that initiate the drill. An instructor shall ensure overall safety during the exercise. The point of aim for the covering operators will be the upper areas of a manufactured door or window frame. The reason for this is because the gun fire is intended to keep the suspect from returning fire long enough for the rescue to take place. In addition, the upper areas of a door or window frame are strong enough to stop the rounds.

Under the direct supervision of an instructor, a rescue team of five operators (students) will mount the Armored Personnel Carrier (APC) in the opposite order that they will dismount; “last man in, first man out.” While approaching and assessing the situation, the Team Leader will direct the driver to a position that provides maximum cover for the rescue team. The rescue team will dismount and position themselves in a “stick” on the side opposite of the threat. While getting into position, the number one man will prepare his smoke canister for quick delivery. The stick will begin their approach to the downed individual. Smoke will be deployed to mask the movements of the rescue element. The rescue team will then continue their approach. Upon reaching the downed individual, students will conduct a downed officer/civilian rescue, maintaining cover while removing the injured person from the area. Upon reaching the rear of the APC, team members will load the downed individual providing the proper medical care as needed. When everybody is safely loaded, the APC will transport the injured individual to a predestinated landing zone for air evacuation.

2. Downed Officer or Civilian inside the objective (live fire)

This block of instruction will include the use of live fire on a gun range. The instructor to student ratio will be 1:1. Students will be informed that, if during the scenario, they hear gun fire the covering operators should treat it as if they are receiving gun fire from the suspect and respond by returning fire. The gunfire students hear will be blanks fired by weapons directed down range, facilitated by an instructor who is directly adjacent to the students (neither in front of nor behind, but on the same firing line) but separated by no less than 20 feet parallel from the students. The

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XI. Mobile Assaults

A. Composition of assault team
   1. 4-5 person team
   2. Use of LSDD's

B. Deployment
   1. Use of distractions
   2. Speed and surprise
   3. Angle of approach
   4. Obstacles

C. Equipment utilized
   1. Rifle and pistol
   2. Distraction devices
   3. Ballistic shields
   4. Window break
   5. Less lethal
   6. Armored vehicles

D. Hostage considerations
   1. Secondary team used in unison with assault team
   2. Removing the hostage to a position of safety without delay
   3. Extraction point
   4. Medical

E. Practical application – scenario conducted at the range

There is no live fire during these two exercises

1. Barricaded subject: An assault team will be comprised of five students. The team will begin their scenario from inside an armored vehicle. Each member of the team will dismount the armored vehicle and line up to approach on the driver's side in preparation for suspect contact. As they approach the target vehicle, the first student in line will deploy a training (inert) LSDD over the roof of the vehicle as a distraction. The rest of the team will continue forward to contacting the suspect in the driver's seat. The suspect, a 165 pound dummy, will be pulled from the vehicle and taken to the ground. Students will handcuff the suspect, completing the scenario. This team will be strictly monitored by the instructor cadre. Each student must show proficiency while conducting their movements in each position during practical application.
2. Hostage rescue: A rescue team will be comprised of four students. The team will begin their scenario from the rear of the armored vehicle. They will line up behind the armored vehicle on the passenger side and begin their scenario in concert with the assault team who will line up on the driver's side. The team will approach the front passenger compartment where the hostage is. Simultaneous with the assault team, the rescue team will rescue the hostage, removing him/her from the vehicle and then moving him/her to the rear of the armored vehicle. The scenario will be strictly monitored by the instructor cadre. Each student must show proficiency while conducting their movements in each position of the rescue team during practical application.

XII. Tactical First-Aid

A. Planning
   1. Medical personnel on hand
   2. Extraction routes
   3. Use of ambulance or helicopter
   4. Dedicated extraction vehicle

B. Traumatic injury first-aid
   1. Use of tourniquets
   2. Pressure dressing
   3. Wound packing
   4. Treatment for shock

C. Equipment
   1. Minimum suggested requirements for medical kits
   2. Selecting quality supplies

D. Practical application – students self-apply tourniquets, practice wound packing, and go over medical supplies in classroom environment
   1. Tourniquet application: For this exercise, each student will bring in any medical supplies they carry on their assigned gear. If the student does not have a tourniquet, a tourniquet will be provided to them by one of the medical instructors. Medical instructors will go over the nomenclature of the tourniquet prior to any application. Proper tourniquet placement is discussed at length (removal of any equipment/gear on the extremity of the injured person, proper placement of the tourniquet on the injured extremity, and proper pressure applied from the tourniquet to impede of stop arterial blood

flow) The student will apply the tourniquet to their injured extremity above the closest joint above the injury site, keeping in mind the tourniquet will be placed in between the injury site and the core of the body (chest or abdomen[heart]). Each student will check a pulse distally of the injury site to ensure that proper pressure from the tourniquet has been applied. After each student has applied the tourniquet to themselves, they will practice applying a tourniquet to other students in the class. While the student is performing this task they will be monitored by medical personnel/instructors to ensure proper placement and application

2. Clotting gauze application: each student will use the traumatic limb trainer and packing gauze provided by medical instructors. The gauze is pre-packaged and each student is shown how to fan fold the gauze while packing the gauze into the wound. The medical instructors will explain while demonstrating the fan fold gauze packing technique to optimize clotting. After the medical staff has explained and demonstrated this technique, each student will demonstrate the application of the clotting gauze on the traumatic limb trainer.
3. Compression dressing: each student will be given a compression dressing with a brief nomenclature review. The medical staff will explain and demonstrate the usage and application of the compression dressing to any injured area of another medical instructor. The medical instructors will explain and demonstrate how the hinged portion of the compression dressing will assist in applying direct pressure over the injury site, which should assist in stopping any bleeding. Medical staff will also explain and demonstrate that using the clotting gauze in conjunction with the compression dressing can greatly increase the effectiveness of the gauze dressing and the compression dressing. Each student will apply the compression dressing to themselves as well as each other, under the supervision of the medical staff
4. Chest wound care/buddy care: chest wound care will be discussed at length by medical staff. Each chest injury (described as anything above the diaphragm and below the clavicles) will be discussed and described (with videos and displays) by the medical staff. Chest wound care for each type of injury (penetrating and blunt force trauma) will be explained and demonstrated by the medical staff at length to ensure the student has an understanding of the injuries and the application of occlusive dressing to the injury site. The medical staff will then monitor each student as they apply dressings to each injury while explaining the reason for using an occlusive dressing. Simple buddy care (stabilizing, splinting, sling & swathe) will be discussed and demonstrated by medical staff. Each student will then apply each technique while explaining the reason for each application.

XIII. High Risk Planning and Liability

A. Documentation

1. Raid plans
2. Intelligence gathering
3. After-action reports

B. Policy issues
    1. Legal issues / civil liability
    2. Use of force
    3. Mutual aid procedures
    4. SWAT policies and procedures
    5. Importance of correct terminology
C. Crisis negotiation
    1. Negotiation concepts and strategies
    2. Relationship between SWAT and negotiation teams
D. Perceived SWAT overuse
    1. Public perception
    2. Militarization of law enforcement

XIV. Chemical Agents in SWAT Operations
A. Overview of chemical agents
    1. Capabilities and limitations of chemical agents
    2. Selection of chemical agents
        a. Type of incident
        b. Open air, indoors
        c. Single subject or multiple
    3. Types of agents
        a. CN – Phenacyl Chloride
        b. CS – 2-Chlorobenzalmalononitrile
        c. OC – Oleoresin Capsicum, “Pepper Spray”
        d. Effects
        e. Decontamination
    4. Liability
        a. Health hazards
            1) Particulate types
            2) Types of contaminates
        b. Department policy
            1) Use of force policies
            2) Policies for deployment
        c. Case law
            1) Ruben Salazar case
            2) SLA/Patty Hearst
            3) Anaheim SWAT
            4) Welfare and Institutions code
            5) Business and Professions code
            6) Food and Agriculture code
B. Deployment
    1. Selection of an appropriate delivery system
        a. Tractor
        b. 40mm
        c. 37mm
        d. Burn box

e. Gas ram
f. Hand deployment

2. Methods of delivery
    a. Pyrotechnic
    b. Blast
    c. Liquid
    d. Fog
3. Force considerations
    a. Other occupants, i.e. children / elderly
    b. Pre-existing medical issues
4. Proper deployment angles

C. Decontamination considerations
1. Posting warnings
2. Fresh air
3. Water

D. Protective equipment – masks
1. Origin
2. Nomenclature
3. Types
4. Inspection
5. Donning
6. Clearing
7. Doffing
8. Care and maintenance
9. Capabilities and limitations
10. Storage

E. Practical application: Students will demonstrate a working knowledge and skill donning and doffing their issued gas mask. Students will show proficiency clearing their mask of chemical agents in a contaminated environment. Students will also demonstrate proficiency deploying hand delivered and launched chemical agent munitions. Students will be exposed to each chemical agent (CS, OC) utilized in SWAT operations with and without their protective mask. After being exposed to chemical agents, students will safely and properly decontaminate.

Instruction will include proper fitting of the gas mask. All students are required to have been fit-tested by their agency prior to attending class. Students will use their own (agency issued and fitted) mask for these exercises.

1. Protective mask test
    a. Demonstrate proper fit and seal: the instructor will explain and demonstrate how the gas mask is to properly fit and seal when worn. While the instructor is demonstrating the proper fit of the gas mask, the instructor will also show and demonstrate how to check if the gas mask is properly sealing
    b. Don and doff: the instructor will demonstrate how to properly don and doff issued gas masks. Under the direct supervision of an instructor each student will demonstrate their proficiency and skill while they don

and doff their gas mask. After each student dons their mask they will again check to make sure their gas mask fits and seals properly.

c. Demonstrate proper storage, care, and maintenance: students will learn the proper storage, care and maintenance of their issued gas mask. The instructor will cover manufacturer recommendations of how to properly clean and inspect their gas mask to insure the mask is in good working order. The instructor will also cover the vital items to check on the mask to make sure the mask will function as intended.

d. Nomenclature: the instructor will give an overview of the basic nomenclature and composition of issued gas masks. The instructor will then disassemble the gas mask with the students. The instructor will explain in detail the title and function of each component. The instructor will also explain how to properly maintain and clean each component

2. Tactical deployment of chemical agent canisters and use of various chemical agent delivery systems – under the direct supervision of an instructor, students will deploy hand delivered and shoulder fired chemical munitions on a designated range

    a. Live agents fired from delivery systems, in a controlled environment: students will tactically fire various live chemical agents using a 37mm and a 40mm gas gun under the direct supervision of an instructor.

    b.Demonstrate proper deployment techniques: under the direct supervision of an instructor, students will demonstrate all proper deployment techniques of both hand held and shoulder fired chemical munitions

    c. Demonstrate knowledge of force options: under the direct supervision of an instructor, students will be presented with different scenarios where chemical agents will be a viable option. Students will show their proficiency and skill in choosing and deploying chemical agents.

3. Chemical agent exposure: students will be introduced to all chemical agents utilized during SWAT operations with and without their gas mask. To build confidence, students will enter a contaminated environment (training center “gas house”)without their mask for a full exposure of chemical agents under the direct supervision of an instructor. Students will decontaminate after the exposure.

    a. Use of inert canister on classmates emphasizing verbal direction, command presence, force options and effective use of handheld aerosol devices

    b. Officer rescue: students enter dissipated contaminated environment (CS) multiple students at a time to rescue downed officer (instructor)

    c. Students are exposed to chemical agents gradually to build experience and confidence in chemical agents

4. Mask confidence: under the direct supervision of an instructor, students are exposed to chemical agents with their masks on to build confidence and experience working in a contaminated area.

a. CS and smoke exposure in open air with no gas mask: an instructor will deploy smoke and a small amount of CS gas in a designated area. Students will walk through the area causing exposure to the CS. Students will decontaminate with fresh air and water under the direct supervision of an instructor
b. CS exposure/pyrotechnic canister (CS) inside gas house with gas mask to build confidence: under the direct supervision of an instructor, students will walk through a contaminated area (gas house) with their gas mask on. Students will leave the contaminated area and decontaminate with fresh air and water.
c. CS exposure/pyrotechnic canister (CS) with gas mask donning and clearing: under the direct supervision of an instructor, students will enter a contaminated area (gas house). Once inside the contaminated area the students will break the seal on their gas mask, then clear their mask as previously instructed. Students will leave the contaminated area and decontaminate with fresh air and water
d. CS exposure/pyrotechnic canister (CS) inside gas house with no gas mask: under the direct supervision of an instructor, students will walk through a contaminated area (gas house) without their gas mask. Students will leave the contaminated area and decontaminate with fresh air and water
e. Decontamination: under the direct supervision of an instructor, students will decontaminate with fresh air and water as instructed. Students will also decontaminate their equipment and clothing

XV. Individual and Team Movement
- A. Cover and concealment
  1. Use of camouflage
  2. Cover-stops bullets
  3. Concealment – hides from view
- B. Individual movement
  1. Use available cover
  2. Plan your moves
  3. Use shadow / other concealment
  4. Size up obstacles
  5. Physical conditioning is important
- C. Team communications
  1. Radio equipment
  2. Hand-arm signals
  3. Other methods i.e. eye contact, facial expressions, etc.
- D. Team movement
  1. Starts at command post
  2. Each member keys off person in front
  3. Anticipate needs of partner
  4. Talking kept to a minimum
  5. Always have all issued equipment

E. Movement planning
    1. Mission will determine movement techniques
        a. Deliberate
        b. Dynamic
        c. Ruse
        d. Surround and call
    2. Mission will determine equipment
        a. MP-5
        b. Chemical agents
        c. Long rifle
        d. AR-15
        e. Ammunition
    3. Mission orders
        a. Be sure everyone knows everyone else's job
        b. Be clear and concise
        c. Keep it simple
F. Overcoming obstacles
    1. Terrain
    2. Micro-terrain
    3. Weather conditions
    4. Equipment issues
G. Covert movements
    1. Covert movement is used when you do not want your presence or exact location known
        a. Building entries
        b. Rescue attempts
        c. Room clearing
    2. Use terrain analysis
    3. Arrange for cover of danger zones
        a. Large open areas
        b. Low/high ground
        c. Building openings
    4. Determine the safest route from one point to another
    5. Speed is sacrificed to preserve stealth, silence, and coordination
    6. Select the least likely point for entry
    7. Fake entry at one point and make entry at another
H. Dynamic movements
    1. Exact opposite of covert
    2. Movements are planned and executed quickly
    3. May be initiated by a sniper shot, flash bang, etc.
    4. May begin as covert
    5. Used to confuse and overwhelm suspects
    6. Used to rescue hostages or officers
        a. Gives rescue element the physiological and psychological advantage
        b. Dynamic movement gives the advantage of surprise

c. Weapon and ammo considerations are a must – accuracy when rescuing hostages is paramount

I. Tactical angles
1. Pie techniques
2. Mirror techniques
3. Button hook
4. Covert movement as it relates to angles
5. Taking a suspect's advantage using tactical angles

J. Hallways
1. Clear the kill zone
2. Don't brush against walls
3. Plan movements to cover

K. Basic search techniques
1. SWAT arrest and control
    a. Arrest from cover (when possible)
    b. Use of impact weapons
    c. Weapon retention
    d. Suspect searches and handcuffing
    e. Control weapons
2. Buildings and structures
    a. Stealth entries (covert)
    b. Dynamic entries (crisis or multiple)
3. Mechanical breaching
    a. Interior breaching techniques
    b. Breaching tools
    c. Safety concerns
4. Open area searches
    a. High ground containment
    b. Perimeter containment
    c. Area search techniques

L. Practical scenarios / student assessment of the following:

Student to instructor ratios will be a minimum of 5:1. There is no live fire in these two exercises

1. Individual and team movement: At a minimum, students are expected to demonstrate the ability to apply basic principles of individual and team movement within both an urban and a rural environment. Individual and team movement should minimally include both stealth and dynamic methods for advancing from one point to an objective. Emphasis should be placed upon the concepts of cover and concealment, as well as individual discipline and team coordination.

   Students are broken into small groups (4-5) and given demonstration and instruction related to open air movement. Students move in small elements with an instructor who evaluates the student's use of terrain, cover, concealment in both urban and rural environments. Students remain in their groups and are taken to the Departments Live Fire House for movement instruction. No live fire occurs during this training evolution. All weapons,

equipment, students and instructors are inspected and cleared of all live ammunition. All weapons systems remain unloaded during the movement training. Proper movement techniques are demonstrated and then students under the direct supervision of instructors are tasked with utilizing the varying clearing styles to move though and clear the objective.

2. Structure entry and search exercise: At a minimum, students are expected to demonstrate the ability to identify potential access points to an objective. Students should be expected to select and apply the proper entry technique for the particular access point. Students must also conduct a safe and proper search of the objective entered. Examples of this would be single and multiple room clears, stairway clears, and hallway clears. Stealth and dynamic entry techniques should both be evaluated using separate scenario exercises. Students are again broken into small groups with instructors assigned to each element. All weapons, equipment, students and instructors are inspected and cleared of all live ammunition. All weapons systems remain unloaded during the movement training. Students are given instruction and then tasked with moving through and clearing the Departments Live Fire House. No live fire occurs during this training evolution. As students move from scenario to scenario differing elements of team movement are taught and evaluated. Movements are broken into their most basic elements and as students progress the elements are combined and students are added to the formation. Movement concepts during the practical application mirror those taught in the classroom.

XVI. Movement / Introduction to Live Fire

A. Movement techniques

1. Deliberate
2. Dynamic

B. Safety

1. Live fire safety rules
2. Safety equipment
3. Live fire house inspection
4. Student to instructor ratio
5. Target placement
6. Substandard students excluded

C. Live fire scenarios

Student to instructor ratios will be 1:1 at all times for all of the following five live-fire exercises

1. Prior to entry into the live fire area, students will be thoroughly checked to ensure they only possess the required equipment for the scenario. Once inside the live fire area, students will be issued the frangible ammunition for the scenario. The target traps and wall panels inside the live fire house will be inspected before and after any live fire scenario takes place to ensure their serviceability. Students will begin with a live fire safety briefing. Students will be instructed on utilization of the previous tactics taught throughout the course. Students will be instructed on the locations of safety equipment,

safety procedures, and locations of transport vehicles in case of an emergency. All entries will be closely supervised by instructors utilizing a one to one student instructor ratio to maintain a safe training atmosphere. A medic will be assigned to be present on this day.

2. The first scenario will begin with a 2-man entry into a single room. A single target will be utilized in the hard 90 degree corner. This will only allow for one member of the 2-man team to acquire and address the threat. Two instructors will enter with the students and follow them to their prospective areas. This will ensure a safety instructor is with them at all times during the live fire training. A right entry and left entry room will be utilized for this scenario.
3. The second scenario will utilize two targets. The targets will be placed in the opposing 90 degree corners. This will allow for both students to safely enter the room and move to their prospective locations and a target they will engage. This will ensure no cross fire issues arise. Again the student instructor ratios will be 1:1. The instructor will enter with the student to ensure proper separation and observe the student's actions as they engage their targets. A center entry room will be utilized for this scenarios.
4. The third scenario will utilize 3 students and two targets. The targets will be placed again in the hard 90 degree corners. This allows for the first and second student to engage targets. The third student will cover the rest of the room while #1 & #2 address their targets. This training will help desensitize #3 to close proximity gunfire and focus on his or her assigned threat area. The student instructor ratio will remain at 1:1. A center entry room will be used for this scenario and #3 will not have a target to address.
5. Students will switch positions in all scenarios so they get the opportunity to make entries from different positions and make entries from both sides of the door.

XVII. Written Test Final - The test includes questions from each discipline taught throughout the course

XVIII. **Practical Scenario/ Final Assessment**: Students are given a time to assemble for a final block of instruction, as the class begins students receiving a mock call out. Students are assessed on their ability to quickly organize and select the proper equipment including vehicles based on the information given. Students are then evaluated on their response to an offsite location where they are tasked with setting up a command post and gathering pertinent information from the on-scene watch commander. Students are evaluated on their ability to properly access and react to the information given to them. During the call a simulated officer down drill takes place testing the student's response to the downed officer. Students are evaluated on their equipment selection, route selection, proper use of cover and concealment, use of smoke as a form of concealment, response to the active shooter, as well as other aspects of the officer down drill. Students are then tasked with conducting a scout for what has now become a barricaded suspect. Students are assessed on their ability to remain undetected while gathering all pertinent information related to the location. The scout team is then tasked with drawing diagrams for the briefing. Students are assigned to either an entry or hasty/ re-act team and are

evaluated on their tactical plans, choice of staging location, and response to threats posed by the suspects. Students are also tasked with giving a detailed briefing and are evaluated on the information provided in the briefing. At one point during the scenario one of the two suspects gives up and surrenders to the hasty element. The hasty team is evaluated one their response to the suspects exiting the target location, their use of cover and concealment while taking the suspect into custody, and then their ability to gain pertinent information from the suspect. After presenting tactical plans for approval the students are tasked with making entry. Students are evaluated on their, approach, equipment selection, clearing techniques, and handling of the suspect. The final scenario includes many of the disciplines taught throughout the course and allows instructors to evaluate the student's level of comprehension.
There is no live firing during this final assessment