

Emergency Vehicle Operation Center (EVOC) Material

• Driver Awareness ECO

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

EMERGENCY VEHICLE OPERATIONS CENTER

24 HOUR DRIVER AWARENESS INSTRUCTOR COURSE

I. Course Goal

A. Learning Goal

1. The student will comprehend the purpose, philosophy and overview of the Driver Awareness Instructor Course.

II. Registration and Orientation

A. Forms completion

1. Roster(s) and other agency or POST forms

2. Evaluation forms

B. Facility rules

1. Safety and communication concerns

2. Facility orientation

III. Instructor Course Purpose

- A. Train a cadre of trainers
- B. Increase frequency of refresher courses for in-service
- C. Traffic Collision Reduction
- D. Reduce Department Liability

IV. Manual Familiarization

A. Learning Goal

- 1. The student will understand the components of the Driver Awareness Course Instructor Manual, and how to find specific information.

B. Emphasize Importance of Knowing Material prior to Training

- 1. Designed to prepare the instructor to teach the course
- 2. Reference Guide
- 3. Establish credibility with students

C. Review Key Elements of Manual

- 1. Chapter by chapter summary
- 2. Review all ten driving exercise diagrams

V. Course Management

A. Learning Goal

- 1. The student will understand the requirements of Driver Awareness Course Management, including site preparation, course design, equipment, resources, safety, control, evaluation of performance, scheduling, format, hours, documentation, and contingency planning.

B. Site Preparation

1. Convenient location
2. Adequate classroom facilities
3. Avoid residential areas
4. Flat surface
5. Minimal obstructions (e.g., poles, curbs)
6. Restrooms available
7. Permits/approvals, if necessary

C. Course design

1. Adequate spacing between exercises
2. Five exercise course (chosen from exercises in this manual)
3. Pre-marking of cone placements to reduce set-up time
4. Design course for size of car
5. Utilize one vehicle type when possible

D. Equipment / Resource Material

1. Vehicles: Similar to patrol vehicle and mechanically safe with law enforcement equipment
2. Communications available
3. Cones and delineators
4. Additional equipment (e.g., spray paint, clipboards, and visual aids, etc.)

E. Safety and Control

1. Available first aid kit/fire extinguisher
2. Know hospital location
3. Keep area free and clear of obstructions

4. Provide proper supervision
 5. Use seatbelts
 6. Do not allow high speeds or horseplay
 7. Area should be kept clear of other traffic during training
- F. Evaluation of Performance
1. Each student should be objectively evaluated, when possible
 2. Improvement needed evaluations require instructor comments
- G. Remediate Weak Performance
- H. Scheduling
1. Refresher training every two years
 2. Identify and prioritize employees to be trained
 3. Record keeping
- I. Format and Hours
1. Eight hours minimum
 2. Recommended four hour lecture
 3. Student-to-instructor ratio shall follow POST safety guidelines
- J. Documentation
1. Student
 - a. Names
 - b. Evaluations
 - c. Dates and time of training
 2. Instructor
 - a. Names
 - b. Training

c. Experience

d. Lesson plan

K. Contingency Planning

1. Alternate site

2. Practice set-up

3. Alternate classroom

4. Back-up instructors

VI. Instructor Training Review

A. Learning Goal

1. The students will understand the components of being an effective instructor.

B. Attributes of an Effective Instructor

C. Suggestions for Successful Instruction

D. Elements of Good Instruction

E. Four-Step Teaching Method

1. Introduction

2. Presentation

3. Application

4. Evaluation

VII. Basic Driving Principles

A. Learning Goal

1. The student will understand the elements of the Basic Driving Principles and their effects on vehicle control, which include: Weight Transfer, Steering

Control, Throttle Control, Speed Judgment, Brake Application, and Roadway Position.

B. Basic Driving Principles

1. Weight Transfer
2. Steering Control
3. Throttle Control
4. Speed Judgment
5. Brake Application
6. Roadway Position

C. Proper Application and Coordination Results in Safety and Control

D. Seat Belt Usage (refer to Defensive Driving addendum)

VIII. Driving Exercise Review

A. Learning Goal

1. The student will understand the fundamentals of how to drive and present each of the exercises.

B. Students will observe an instructor driven demonstration of each exercise from outside the vehicle

C. Walk through each exercise with an in depth explanation and discussion

D. Instructor drives and demonstrates with students in the vehicle

IX. Legal Aspects and Code -3 Driving

A. Learning Goal

1. The student will understand specific California statutes, Code-3 driving tactics, and case law decisions presented in the Driver Awareness Course.

B. California Law

1. Vehicle Code
 - a. 17001 C.V.C.
 - b. 17004 C.V.C.
 - c. 21055 C.V.C.
 - d. 21056 C.V.C.
 - e. 21806/21807 C.V.C.
 - f. 22350 C.V.C.
 - g. 17004.7 C.V.C.

C. Other state codes

1. Section 13519.8 Penal Code
 - a. Mandates minimum standards for agency pursuit policy
 - b. Mandates minimum training standards for pursuit training

D. Section 669 Evidence Code

1. Mandates policy compliance
2. Violation of policy is negligence per se

E. Key element of Peterson vs. City of Long Beach Code-3 Liability Considerations

1. Clearing intersections
 - a. Stop (if necessary)
 - b. Lane-by-lane
2. Passing
3. Speed awareness
4. Limitations of emergency warning devices

F. Pursuit Driving

1. 13519.8 P.C. Pursuit Guidelines (refer to addendum 13519.8 PC)
 - a. Twelve Pursuit guidelines
 - b. Mandated by law
2. Department policy requirements

G. Case Law

1. Peterson vs. City of Long Beach
2. Brummett vs. County of Sacramento
3. Duarte vs. City of San Jose
4. Grant vs. Petronella
5. Stark vs. City of Los Angeles
6. Federal case law considerations

X. Second Set of Driving Exercises

A. Learning Goal

1. The student will develop the ability to execute the driving principles of each exercise.

B. Perfecting driving skills

C. Demonstrate the driving principles of each exercise

D. Remediation, if necessary

XI. Evaluation of Student Driving Exercises

A. Learning Goal

1. The student will develop the ability to evaluate the driving performance of other students.

- B. Identify problems and provide feedback to student
- C. Record driving performance

XII. Demonstration Techniques For Driving Exercise

A. Learning Goal

1. The student will understand how to explain and demonstrate the driving exercises and use of visual aids to assist in the instruction.

B. Driving speeds during demonstrations and training

- C. Driving reference points
- D. Driver/instructor communication and coordination
- E. Miscellaneous tips on instructor expertise

XIII. Student Lecture Presentations - Teacher Training

A. Learning Goal

1. The student will demonstrate the ability to prepare a lesson plan on an assigned topic and give a fifteen-minute presentation.

- B. Lesson Plan
- C. Presentation
- D. EVOC Instructor and audience critique

XIII. Driving Exercises - Groups of Two

A. Learning Goal

1. The student will develop the ability to present and evaluate each driving exercise.

- B. Students will rotate from driver to instructor

- C. Students will participate in both phases of each exercise

XIV. Review and Critique of Course

- A. Recap the weeks events
 - 1. Answer final questions

• **Motorcycle Training**

COURSE PURPOSE:

The purpose of this course is to provide law enforcement officers the techniques of riding dual purpose motorcycles' safety on and off-road. This course will consist of slow cone patterns skills in addition to off-road riding skills. It will also discuss and have practical application in pullover and approach, live fire exercise, emergency braking and collision avoidance maneuver techniques.

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I. INTRODUCTION / OBJECTIVES

- A. Introduce program and instructors
 - 1. Staff and student introductions
 - 2. Safety protocols
 - 3. Legal issues
- B. Explain outline of the Program
 - 1. Staff's expectations of students
 - 2. Requirements to pass the program
- C. Performance Evaluations
 - 1. Scoring of the Daily Performance Evaluation

2. Scoring of the Basic Skills Test Evaluation

II. MOTORCYCLE AND EQUIPMENT INSPECTION

A. Familiarization and inspection of personal safety equipment

1. Identify wear & serviceability of personal safety equipment

B. Inspection of motorcycle and related parts

1. Inspect wear & serviceability of motorcycle components

C. Motorcycle Maintenance

1. Identification and inspection of rider related items
2. Check tire pressures, oil level, clean windshield, etc.
3. Adjust clutch and front brake lever for proper reach
4. Check brake pedal and shift lever height adjustments
5. Check and adjust seat and windshield height (selected models)

III. MOTORCYCLE FAMILIARIZATION

A. Motorcycle Nomenclature

1. Component identification
2. Identify instruments, switches, levers, gear shifter and brakes

B. Proper starting procedures

1. Turn ignition switch on

2. Wait for computer self-check (selected models)
3. Activate choke or fast idle (selected models)
4. Start engine

IV. MOTORCYCLE SKILLS

A. Physical Requirements

1. Properly mount motorcycle from the high side
2. While seated, check for proper feet position on the ground
3. Back motorcycle up a 6% incline in less than 90 seconds.
4. Properly lift a downed patrol motorcycle

B. Basic Operation

1. Synchronization of clutch and throttle
2. Coordinate position of body, head and eyes

C. Incline Work

1. Coordination of clutch and throttle
2. Maintain proper balance
3. Figure Eight Pattern
4. Slow Cone Weave

D. Pull-Ins and Pull-Outs

1. Turn against a barricade (Level Surface)
2. Turn against a barricade (Incline and Decline)

E. Street Riding Techniques

1. Defensive riding

2. Identification of potential hazards
3. Evasive maneuvers
4. Emergency braking

V. **CONE PATTERNS**

A. Explanation and Demonstration

1. Staff explains and demonstrates each exercise or activity
2. Staff closely monitors and evaluates motorcycle students

B. Smooth control and operation of the motorcycle

1. Clutch and throttle control
2. Head and eye coordination
3. Body position

VI. **BRAKING**

A. Braking demonstrations

1. Combination braking, proper use of front and rear brakes
2. Proper braking with ABS and non-ABS equipped motorcycles
3. Decelerate from 40 mph within 83 feet

B. Various braking conditions

1. Sudden course changes while braking
2. Surface appraisal

VII. 30 MPH CONE WEAVE

A. Collision Avoidance Exercise

1. Explanation of proper counter-steering techniques
2. Weave through seven coned gates, 36 feet apart, at 30 mph
3. Speed tracked with Radar equipment, plus or minus 2 mph

VIII. TRACK RIDING / APEXING

A. High Speed Response Exercise

1. Lane position, speed and following distance
2. Properly negotiate turns
3. Proper use of brakes and gear selection
4. Proper overall control of the motorcycle at speed

IX. PROFICIENCY TEST

A. Skills Testing of Students

1. Students must show smooth operation and control of the motorcycle while performing

slow speed cone patterns

2. Students must show proficiency in the 40 mph emergency braking and 30 mph accident avoidance exercises

SECOND WEEK

I. STREET RIDING TECHNIQUES

A. Classroom Lectures

1. Proper lane position for maximum safety
2. Identification of potential hazards (surface appraisal)
3. Residential vs. Business districts
4. Freeway vs. Urban areas
5. Mountain and canyon roads
6. Riding in pairs and groups
7. Pursuits
8. Traffic stops

B. Safety during Practical Application, Traffic Stops and Long Rides

1. Student safety shall be continuously monitored by the Training Staff
2. Medical Services shall be summoned by Sheriff's Radio
3. Incidents or traffic collisions shall be handled by the local policing

agency or by Traffic Services Detail.

II. TRAFFIC STOPS

A. Practical Application

1. Conducted on campus at the Fairplex, EVOC Facility, without the use of firearms
2. Proper lane position and distance behind violator
3. Right side vs. left side vehicle approach
4. Use of the motorcycle and other objects for cover
5. High risk vs. low risk traffic stops

III. STREET RIDING TECHNIQUES

A. Freeways, Mountain Roads, Business Districts and Residential Streets

1. Identify potential hazards, surface appraisal
2. Maintain a high visual horizon
3. Anticipate other vehicle's movements
4. Proper lane choice and lane position for maximum safety and visibility
5. Proper following distance for maximum safety
6. Riding in pairs and in single file

IV. COMMUNITY POLICING GOALS

A. Community policing techniques on a motorcycle

1. Public education through enforcement
2. Directed patrols and high visibility
3. Issue warnings when appropriate
4. Interact with the public in non-enforcement situations

B. Limitations of motorcycles for enforcement

1. The effects of inclement weather
2. Operator fatigue

V. NIGHT TIME CONDITIONS RIDE

A. Differences between riding during daylight hours vs. darkness

1. Visibility limited to that which is illuminated by the headlight
2. Decrease riding speed to compensate for limited visibility
3. Appropriate usage of both high and low beam headlight
4. Proper following distance
5. Maintain a high visual horizon
6. Reaction time as potential hazards become illuminated by headlight
7. Do not out-ride the headlight (ride faster than is safe)

VI. FIRING RANGE

A. Location

1. Pitchess Detention Center Multi-Purpose Range

B. Training

1. All firearms training exercises are presented by the Range Staff
2. Shoot, Don't Shoot Traffic Stop scenario
3. Helmet and gloves shall be worn during the exercise
4. Taking advantage of available cover
5. Effectiveness of using the motorcycle as cover
6. Different shooting techniques

C. Safety

1. A Firearms Safety Briefing will be conducted by the Range Staff
 2. Students shall adhere to the established Firing Range Safety Policies
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• **Motorcycle Training Instructor**

COURSE PURPOSE:

The purpose of this course is to prepare the motorcycle officer to conduct at POST Motorcycle Training and field orientation. This includes lectures, practical exercises, and role playing.

I. INTRODUCTION / OBJECTIVES

A. Introduce program and instructors

1. Staff and Student Introductions
 2. Safety Protocols
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3. Legal Issues

B. Expectations of students

1. Explain outline of the program
2. Requirements to pass program

C. Adult Learning Concepts

1. Learning defined
2. Differences between child and adult learning
3. Multiple learning styles of adult learners
4. Ways to determine different learning styles

5. Laws of learning and how they apply to training

6. Differences and/or factors that impact the learning process

7. How motivation effects learning

8. Causes and possible responses to "Learning Plateaus"

9. Conditions that facilitate adult learning

D. Performance Evaluation Techniques

1. Scoring of daily evaluation sheets
2. Scoring of the Basic Skills Test Evaluation

E. Written, Oral and/or Demonstration Assessment

1. In each topic area

II. MOTORCYCLE AND EQUIPMENT INSPECTION

A. Familiarization and inspection of personal safety equipment

1. Identify wear & serviceability of personal safety equipment

B. Inspection of motorcycle and related parts

1. Inspect wear & serviceability of motorcycle components
2. Motorcycle Maintenance

III. MOTORCYCLE FAMILIARIZATION

A. Motorcycle Nomenclature

1. Component identification
2. Proper starting procedures

B. Motorcycle Maintenance

1. Identification and Inspection of Rider Related Items

IV. MOTORCYCLE SKILLS

A. Basic Operation

1. Motorcycle lift and backing
2. Synchronization of clutch and throttle
3. Coordinate position of body head and eyes

B. Defensive riding

1. Identifying potential hazards

C. Incline Work

1. Clutch and Throttle Control
2. Figure Eight Pattern
3. Short Cone Weave

D. Pull Outs

1. Turn Against a Barricade (Level Surface)
2. Turn Against a Barricade (Incline and Decline)

E. Street Riding Techniques

V. CONE PATTERNS

A. Explanation and Demonstration

B. Smooth control and operation of the motorcycle

1. Clutch and throttle control
2. Head and eye coordination
3. Body position

VI. BRAKING

A. Braking demonstrations

1. Combination braking
2. Braking with ABS equipped motorcycle
3. Decelerate from 40 mph within 83 feet

B. Various braking conditions

1. Sudden course changes while braking
2. Surface appraisal

VII. CONE WEAVE

A. Collision Avoidance

1. Explanation of proper counter-steering techniques.
2. Weave through seven coned gates, 36 feet apart, at 30 mph.

VIII. TRACK RIDING / APEXING

- A. Lane position, speed and following distance
- B. Proper apexing
- C. Proper use of brakes and gear selection
- D. Proper overall control of the motorcycle at speed

IX. LESSON PLANS / LECTURE

A. Lesson Plan Assignments

1. Assign individual topics to Student Instructors

B. Instructor Lectures

1. Staff instructors present lecture topics

X. PROFICIENCY TEST

A. Skills Testing of Student Instructors

1. Student instructors must show smooth operation and control of the motorcycle while performing slow speed cone patterns.
2. Student instructors must show proficiency in the 40 mph decel and 30 mph cone weave.

XI. PRESENTATION OF BASIC COURSE BY STUDENT INSTRUCTORS

A. Student Instructors Present Basic Motorcycle Course to Basic Students

1. Explain and Demonstrate Slow Cone Patterns
2. Explain and Demonstrate 40 mph Decel and 30 mph Cone Weave
3. Identify potential hazards
4. Evaluation and Critique of Basic Student's Performance
5. Staff Evaluation and Critique of Student Instructor's Performance

XII. STUDENT INSTRUCTOR LECTURES AND CRITIQUE

A. Lecture Topics

1. Proper lane position for maximum safety
2. Identify potential hazards
3. Residential vs. Business districts
4. Freeway vs. Urban areas
5. Mountain and canyon roads
6. Riding in pairs and groups
7. Pursuits
8. Enforcement Stops

XIII. STUDENT INSTRUCTOR CRITIQUE

- A. Basic Students evaluate and critique Student Instructors
- B. Staff's critique of Student Instructors

• Motorcycle-Dual Purpose

COURSE PURPOSE:

The purpose of this course is to assist the students in developing skills necessary to maintain proper balance and control, display acceptable level of confidence, foster good riding judgement, and utilize proper riding technique while operating a dual purpose enforcement motorcycle on paved roadways and off-road trails.

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I. INTRODUCTION / OBJECTIVES

- A. Introduce program and instructors
 - 1. Staff and student introductions
 - 2. Safety protocols
 - 3. Legal issues
 - 4. Riding experience
- B. Expectations of students
 - 1. Explain outline of the program

2. Requirements to pass program
- C. Performance Evaluations
1. Scoring of Daily Evaluations Sheets
 2. Scoring of the Basic Skills Test Evaluation

II. **MOTORCYCLE AND EQUIPMENT INSPECTION**

- A. Familiarization and inspection of personal safety equipment
1. Identify wear and serviceability of personal safety equipment
- B. Inspection of motorcycle and related parts
1. Identify wear and serviceability of motorcycle components
 2. Motorcycle maintenance

III. **MOTORCYCLE FAMILIARIZATION**

- A. Motorcycle nomenclature
1. Component identification
 2. Proper starting procedures
- B. Motorcycle Maintenance
1. Identification and inspection of rider related items

IV. **BASIC OPERATION SKILLS**

- A. Basic Operation
1. Motorcycle lift and backing
 2. Synchronization of clutch and throttle
 3. Coordinate position of body head and eyes
- B. Defensive Riding
1. Identifying potential hazards

2. Speed assessment and surface appraisal
 3. Proper techniques to avoid or stop for potential hazards
- C. Incline Work
1. Clutch and throttle control
 2. Head and eye positioning
- D. Pull Outs
1. Foot positioning
 2. Clutch and throttle control
 3. Head and eye positioning
- E. Street Riding Techniques
1. Lane positioning
 2. Proper following distance
 3. Proper braking

V. SLOW SPEED CONE PATTERNS ON AND OFF ROAD

- A. Explanation and Demonstration
1. Verbalize and demonstrate each exercise
 2. Explain concepts
- B. Smooth control and operation of the motorcycle
1. Clutch and throttle control
 2. Head and eye coordination
 3. Body position

VI. ON ROAD BRAKING

- A. Various braking conditions
1. Sudden course changes while braking
 2. Surface Appraisal
- B. Proper ratio of front and rear brake application
1. Explain proper application of front and rear brake

- C. Braking Demonstrations
 - 1. Combination braking
 - 2. Decelerate from 40 mph within 83 feet

VII. OFF ROAD BRAKING

- A. Various braking conditions
 - 1. Sudden course changes while braking
 - 2. Braking on hilly and rocky terrain
- B. Surface Appraisal
 - 1. Proper ratio of front to rear braking
 - 2. Speed and terrain assessment
- C. Braking Demonstrations
 - 1. Combination braking
 - 2. Rear only braking

VIII. CONE WEAVE

- A. Collision Avoidance
 - 1. Explanation of proper counter-steering techniques
 - 2. Weave through seven coned gates, 36 feet apart, at 30 mph
- B. Hazard avoidance off road
 - 1. Speed and terrain assessment
 - 2. Head and eye placement

IX. PROFICIENCY TEST

- A. Skills Testing of Students
 - 1. Student must show smooth operation and control of the motorcycle while performing slow speed cone patterns both on and off road
 - 2. Student must show proficiency in the 40 mph braking exercise
 - 3. Students must show proficiency in the 30 mph cone weave exercise
- B. Skills testing of off road braking
 - 1. Student must show proficiency in braking on dirt surface
 - 2. Student must show proficiency in hazard avoidance while off road

X. ON ROAD RIDING TECHNIQUES

- A. Residential, Urban and Business Districts
 - 1. Proper lane position for maximum safety
 - 2. Identify potential hazards
 - 3. Proper following distance
- B. Freeway Riding
 - 1. Proper lane choice and lane position for maximum safety
 - 2. Identify potential hazards
 - 3. Proper following distance
- C. Mountain and canyon roads
 - 1. Proper lane position for maximum safety
 - 2. Identify potential hazards
 - 3. Proper head and eye position
 - 4. Proper following distance
- D. Riding in pairs and groups
 - 1. Proper position
 - 2. Shifting techniques
 - 3. Lead rider
 - 4. Proper following distance

XI. ON ROAD TRAFFIC STOPS

A. Simulated high and low risk traffic stops

1. To be conducted on campus at the Pitchess
Detention Facility

B. Safety

1. Students will
use simulated weapons
(red guns) during these

exercises

C. Proper lane position and distance

1. Distance from traffic
2. Distance from vehicle
3. Observe subject

D. Proper vehicle approach

1. Right side approach
2. Left side approach
3. Helmet and gloves on
4. Proper dismount

E. Use of the motorcycle and other objects for cover

1. Emergency situations
2. Shooting techniques

F. Felony stops

1. Positioning
2. Cover and concealment
3. Policy and Procedures

XII. OFF ROAD RIDING TECHNIQUES

A. Climbing and descending hills

1. Identify potential hazards
2. Riding position and body placement
3. Proper braking
4. Proper technique for picking up fallen motorcycle

B. Sand and soft dirt

1. Identify potential hazards
2. Riding position and body placement
3. Proper speed

XIII. OFF ROAD TRAFFIC STOPS

A. Safety

1.

Students will use simulated weapons (red guns) during the

exercise.

- B. Proper position and distance
 - 1. Safe distance
 - 2. Location awareness
 - 3. Surface and terrain conditions
- C. Proper vehicle approach
 - 1. Helmet and gloves on
 - 2. Observe subject
 - 3. Observe surroundings
- D. Use of the motorcycle and other objects for cover
 - 1. Proper positioning
 - 2. Cover and concealment
 - 3. Lack of nearby back up

XIV. PURSUITS

- A. Limitations of dual-purpose motorcycles
 - 1. Engine size
 - 2. Speed ability
 - 3. Off road tires
 - 4. Visibility
- B. Department restrictions
 - 1. Policy and Procedures

XV. COMMUNITY POLICING GOALS

- A. Community policing techniques on a motorcycle
 - 1. Warning verses citation
 - 2. Educating public
 - 3. Legal riding locations
- B. Limitations of dual-purpose motorcycles for enforcement
 - 1. When appropriate to use dual purpose motorcycles

XVI. CROSS COUNTRY RIDES

- A. Proper use of on and off road riding techniques
 - 1. Head and eye positioning
 - 2. Body positioning
- B. Proper use of lane position
 - 1. City streets
 - 2. Canyon and mountain roads
- C. Proper use of on and off road braking techniques
 - 1. Proper technique for road conditions
- D. Proper following distances
 - 1. Road surfaces

XVII. NIGHT TIME CONDITIONS RIDE

A, Difference between off road and on road

1. Speed
2. Following distances
3. Surface appraisal

B. Safety equipment

1. Clear glasses
2. Flashlight
3. Headlight effectiveness

XVIII. FIRING RANGE

A. Location

1. Pitchess Detention Facility Multi-Purpose Range

B. Safety

1. All safety guidelines shall be explained to the students by range staff (Firearms Instructors).
2. All shooting exercises shall be conducted by Firearms Instructors.

C. The shooting exercise shall be a daytime live fire exercise covering the following areas.

1. Students will shoot at silhouette targets while using the motorcycle for cover. This will demonstrate the limitations of using the motorcycle as cover
2. Evaluate area for better cover. The students will utilize the immediate area to look for cover including laying the motorcycle down for additional cover.

D. Different shooting techniques:

1. Shooting at silhouette targets around the motorcycle
2. Shooting at silhouette targets over the motorcycle

• **Driver Awareness Update**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

EMERGENCY VEHICLE OPERATIONS CENTER

8 HOUR DRIVER AWARENESS/STARPRO

I. REGISTRATION/ORIENTATION, .25 HOUR

A. REGISTRATION

1. Class documentation
2. Course grade cards

B. Course Purpose and Philosophy

1. Enhance the efficiency and safety o police vehicle operations
2. Reduction in accident statistics
3. Departmental liability
4. Proper use of basic driving principles
5. All principles are interrelated

C. Overview of Course

II. BASIC DRIVING PRINCIPLES, 1.25 HOURS

A. Five Principles of Precision Vehicle Operation

1. Weight transfer
2. Steering control
3. Throttle control
4. Brake application
5. Road position

B. Safety Belt Utilization

C. Video: "ABS"

III. LEGAL ASPECTS AND RESPONSIBILITIES, 1 HOUR

A. Vehicle Operations Liability

1. Sections 17001, 17004, 17004.7, 21052, 21055 a & b, 21056, 21057, 21806, 21807, and 22350 C.V.C.

2. Personal liability factors, 669 Evid. C., 669.1 Evid. C., Code 3-Driving Techniques

B. Agency Emergency Driving Policy

IV. VEHICLE CARE AND MAINTENANCE (INVENTORY DRIVING, .5 HOUR

V. VEHICLE OPERATION FACTORS/DEFENSIVE DRIVING, 1 HOUR

A. Video: "Driving to Distraction"

VI. MANEUVERING COURSE EXERCISES, 4 HOURS

A. Learning Goal

- A. Turn-Around
- B. Offset Lane
- C. Steering Course
- D. "T" Driveway
- E. Parallel Parking

V11. CRITIQUE, .5 HOUR

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B. Site Preparation

1. Convenient location
2. Adequate classroom facilities
3. Avoid residential areas
4. Flat surface
5. Minimal obstructions (e.g., poles, curbs)
6. Restrooms available
7. Permits/approvals, if necessary

C. Course design

1. Adequate spacing between exercises
2. Five exercise course (chosen from exercises in this manual)
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3. Cones and delineators
 4. Additional equipment (e.g., spray paint, clipboards, and visual aids, etc.)
- E. Safety and Control
1. Available first aid kit/fire extinguisher
 2. Know hospital location
 3. Keep area free and clear of obstructions
 4. Provide proper supervision
 5. Use seatbelts
 6. Do not allow high speeds or horseplay
 7. Area should be kept clear of other traffic during training
- F. Evaluation of Performance
1. Each student should be objectively evaluated, when possible
 2. Improvement needed evaluations require instructor comments
- G. Remediate Weak Performance
- H. Scheduling
1. Refresher training every two years
 2. Identify and prioritize employees to be trained
 3. Record keeping
- I. Format and Hours
1. Eight hours minimum
 2. Recommended four hour lecture
 3. Student-to-instructor ratio shall follow POST safety guidelines

J. Documentation

1. Student

- a. Names
- b. Evaluations
- c. Dates and time of training

2. Instructor

- a. Names
- b. Training
- c. Experience
- d. Lesson plan

K. Contingency Planning

1. Alternate site

2. Practice set-up

3. Alternate classroom

4. Back-up instructors

VI. Instructor Training Review

A. Learning Goal

- 1. The students will understand the components of being an effective instructor.

B. Attributes of an Effective Instructor

C. Suggestions for Successful Instruction

D. Elements of Good Instruction

E. Four-Step Teaching Method

1. Introduction
2. Presentation
3. Application
4. Evaluation

VII. Basic Driving Principles

A. Learning Goal

1. The student will understand the elements of the Basic Driving Principles and their effects on vehicle control, which include: Weight Transfer, Steering Control, Throttle Control, Speed Judgment, Brake Application, and Roadway Position.

B. Basic Driving Principles

1. Weight Transfer
2. Steering Control
3. Throttle Control
4. Speed Judgment
5. Brake Application
6. Roadway Position

C. Proper Application and Coordination Results in Safety and Control

D. Seat Belt Usage (refer to Defensive Driving addendum)

VIII. Driving Exercise Review

A. Learning Goal

1. The student will understand the fundamentals of how to drive and present each of the exercises.

- B. Students will observe an instructor driven demonstration of each exercise from outside the vehicle
 - C. Walk through each exercise with an in depth explanation and discussion
 - D. Instructor drives and demonstrates with students in the vehicle
- IX. Legal Aspects and Code -3 Driving
- A. Learning Goal
 - 1. The student will understand specific California statutes, Code-3 driving tactics, and case law decisions presented in the Driver Awareness Course.
 - B. California Law
 - 1. Vehicle Code
 - a. 17001 C.V.C.
 - b. 17004 C.V.C.
 - c. 21055 C.V.C.
 - d. 21056 C.V.C.
 - e. 21806/21807 C.V.C.
 - f. 22350 C.V.C.
 - g. 17004.7 C.V.C.
 - C. Other state codes
 - 1. Section 13519.8 Penal Code
 - a. Mandates minimum standards for agency pursuit policy
 - b. Mandates minimum training standards for pursuit training
 - D. Section 669 Evidence Code

1. Mandates policy compliance
2. Violation of policy is negligence per se

E. Key element of Peterson vs. City of Long Beach Code-3 Liability Considerations

1. Clearing intersections
 - a. Stop (if necessary)
 - b. Lane-by-lane
2. Passing
3. Speed awareness
4. Limitations of emergency warning devices

F. Pursuit Driving

1. 13519.8 P.C. Pursuit Guidelines (refer to addendum 13519.8 PC)
 - a. Twelve Pursuit guidelines
 - b. Mandated by law
2. Department policy requirements

G. Case Law

1. Peterson vs. City of Long Beach
2. Brummett vs. County of Sacramento
3. Duarte vs. City of San Jose
4. Grant vs. Petronella
5. Stark vs. City of Los Angeles
6. Federal case law considerations

X. Second Set of Driving Exercises

A. Learning Goal

1. The student will develop the ability to execute the driving principles of each exercise.

- B. Perfecting driving skills
- C. Demonstrate the driving principles of each exercise
- D. Remediation, if necessary

XI. Evaluation of Student Driving Exercises

A. Learning Goal

1. The student will develop the ability to evaluate the driving performance of other students.

- B. Identify problems and provide feedback to student
- C. Record driving performance

XII. Demonstration Techniques For Driving Exercise

A. Learning Goal

1. The student will understand how to explain and demonstrate the driving exercises and use of visual aids to assist in the instruction.

- B. Driving speeds during demonstrations and training
- C. Driving reference points
- D. Driver/instructor communication and coordination
- E. Miscellaneous tips on instructor expertise

XIII. Student Lecture Presentations - Teacher Training

A. Learning Goal

1. The student will demonstrate the ability to prepare a lesson plan on an assigned topic and give a fifteen-minute presentation.

- B. Lesson Plan
- C. Presentation
- D. EVOC Instructor and audience critique

XIII. Driving Exercises - Groups of Two

A. Learning Goal

1. The student will develop the ability to present and evaluate each driving exercise.

- B. Students will rotate from driver to instructor
- C. Students will participate in both phases of each exercise

XIV. Review and Critique of Course

A. Recap the weeks events

1. Answer final questions

• **Training Simulators**

-

I. Introduction/Registration

II. Training Philosophy

I (a)

A. Goals

- 1. Reduce collisions
- 2. Reduce liability costs
- 3. Improve safety
- 4. Create positive attitude towards vehicle operations
- 5. Improve driving skills
- 6. Improve decision-making ability

a. Training is not “skills” intensive

I. Simulator Introduction

A. Equipment

1. 5 screens - 180° field of view
2. Seat adjustment
3. Seat belt
4. Steering wheel (caster recovery)
5. Ignition (starts simulator)
6. Horn/siren
7. Gauges/switches (similar to Crown Victoria)
8. On-screen digital speedometer and compass
9. Brakes (ABS)
10. Radio with P.A.
11. Emergency lighting controls
 - a. Rotating lights switch activates emergency lighting
 - b. Mode switch activates siren

I. Fundamentals of Simulator Vehicle Control

I (b,c,d,g)

A. Vehicle/Driver Orientation

1. Scan all screens to develop good habits
2. Look left and right at intersections
3. Reference points
 - a. Hood of vehicle covering far crosswalk line is a proper stop
 - b. Compass at gutter for legal parking
 - c. Right/left turns – use mirrors to “guide” along curbs

1. Vehicle “feel” created by:

- a. Seat speaker vibration for “road feel”
- b. Steering recovery “caster” out of turns
- c. Visual feedback matching driver actions

1

A. Vehicle Control Techniques

I (g)

1. Steering
 - a. Two hand method (shuffle steering)

- b. Smooth operation (steady wheel)
- c. Soft grip

1. Speed judgment

- a. Digital speedometer
- b. Broken yellow line
- c. Movement of objects
- d. Weight transfer

1. Road position

- a. Use proper driving line (center of road – Code 3)

- 1. Better visibility approaching blind corners
- 2. Improves visibility of your vehicle
- 3. Provides more room for evasive action

I. Simulator Introduction, Scenarios

A. “Safety City”

- 1. Contains signals, stop signs, yield signs
- 2. Numerous uncontrolled intersections
- 3. Variety of traffic (vehicle, bicycle, pedestrian, animal)

A. Scenarios

- 1. Pre-programmed set of circumstances I (a,b,c,d,e,f)
- 2. Realistic driving situations (without risk)

- a. Normal “routine” driving
- b. Traffic stops
- c. Emergency (Code 3) responses
- d. Pursuits
- e. Not intended to replace “hands-on” EVOC training

- 1. Progress from simple to complex
- 2. Requires demonstration of knowledge of rules

- a. State laws governing emergency vehicles
- b. Agency policy
- c. Accepted standards and procedures

- 1. Requires decision making skills
- 2. Allows students to experience the consequences of their decisions

- a. Proper driving tactics and hazard recognition
- b. Replay of critical decision areas
- c. Response to hazards
- d. Collisions
- e. Tactical decisions at end of scenario

A. Orientation (Scenarios chosen from POST list)

- 1. Familiarization 2
- 2. Directed
- 3. Follow
- 4. Linked

I. Defensive Driving I(c)

A. Defensive Drivers:

- 1. Avoid collisions regardless of right-of-way
- 2. Recognize hazards
- 3. React properly to hazards
- 4. Maintain a professional attitude
- 5. Recognize dangerous driver attitudes

- a. Overconfidence
- b. Self-righteousness
- c. Impatience
- d. Pre-occupation

A. Intersection Analysis

- 1. Scan ahead for dangers
- 2. Move vehicle to proper road position
- 3. Travel at a speed safe for conditions
- 4. Slow or stop, if necessary, to be safe

I. Emergency Vehicle Operation I(f,h,j,k)

A. Laws

- 1. CA Vehicle Code 21052
 - a. Non Code-3 driving
 - b. Must obey all "rules of the road"

1. CA Vehicle Code 21055

a. Exempt from “rules of the road” for (FERP):

1. Fire
2. Emergency
3. Rescue
4. Pursuit

a. Proper lighting

b. Proper audio signal (siren)

1. CA Vehicle Code 21056

- a. Drive with due regard for others
- b. Regardless of right-of-way issue

1. CA Vehicle Code 21806

- a. Motorist duty to yield
- b. Knowledge of approach
- c. See light and hear siren

1. CA Vehicle Code 21807

a. Drive with due regard for safety (Code-3)

1. Persons
2. Property

3

I. Emergency Driving Policy and Procedures

I (f,j,k)

A. Legal Provisions

1. State law
2. Agency policy
3. Case law

A. Initiation of Pursuits

1. Considerations

- a. Type of offense (Infraction/Misdemeanor?)
- b. Speeds involved
- c. Officer safety
- d. Public safety
- e. Traffic volume

- f. Time of day
- g. Weather/road conditions
- h. Familiarity with area
- 1. Emotional Factors
 - a. Siren syndrome (physiological)
 - b. Adrenaline rush
 - c. Tunnel vision
 - d. Need for self-control
 - e. Post-pursuit discipline
- 1. Abandonment of Pursuits
 - a. Decision to pursue is not irreversible
 - b. Based upon all factors (past, current, and future)
 - c. Unreasonable danger

I. Vehicle Operation Tactics

I (d,f,g,h,i,j,k)

A. Pursuits

- 1. Close distance before attempting stop
 - a. Liability and immunity considerations
- 1. Pursuits are following actions
 - a. No caravanning by non-involved units
 - b. No passing (unless requested)
 - c. Space units to ensure safety
- 1. Perception/reaction time
- 2. Braking distance
 - a. Roadblocks
 - 1. Generally ineffective
 - 2. Last resort
 - a. Spike strips
 - 1. Time and availability of additional units
 - 2. Controlled direction of travel necessary
 - 3. Danger to pursuing units
- 1. Offensive Tactics (Legal Intervention)

- a. Boxing in
 - b. Heading off
 - c. Ramming
 - d. Driving alongside
 - e. P.I.T.
 - f. Spike strips
1. Blocking Intersections
- a. For officer and public safety
 - b. Have coordination/communications between units
 - c. No guarantee of safe access through intersection
1. General Pursuit Considerations
- a. All persons involved are held accountable
 - b. Balance need for apprehension vs. risk created
1. Safety is priority
- a. Roll of supervisor is well defined and understood
 - b. Primary and back-up unit only
1. Unless more authorized
- a. Use air support whenever available
 - b. Use of firearms limited to imminent danger (deadly force)
1. Radio
- a. Broadcast while driving in a straight line
 - b. Stay calm and speak clearly
 - c. Make sure window is up
- A. Emergency (Code 3) Driving
1. Intersections and Cross Traffic
- a. Observe cross street before entering (intersection analysis)
 - b. Identify hazards and setup/move away from danger
 - c. Slow or stop before entering intersection
 - d. Look in all directions (left/right/left)
 - e. Clear intersections lane by lane
 - f. Both hands on steering wheel
 - g. Prima facie speed limits
1. Reasonable speeds (blind intersections – 15 mph)

2. Stop if vision obscured (even on green lights if necessary)
3. Per policy, 20 mph over posted speed limit
 - a. Vary siren pitch when approaching (yelp)
1. Passing Other Vehicles
 - a. Allow motorists time to see/hear and react
 - b. Pass on left (as long as safe)
 - c. Stop, if necessary, to allow motorists to pull to right
 - d. If you must pass to right, SLOW DOWN (10 mph or less), to allow for reaction time
- A. Use of MDT/Computer
 1. Stop in a safe place before using any equipment that requires you to take your eyes off the road for extended periods of time
 2. Use radio for communications of immediate nature
 3. Collisions while operating MDT/computer will usually be preventable 5
- A. Collision Avoidance
 1. Drive with anticipation, not automation
 2. Look through the turns before entry
 3. Consider steering behind (rear of) the moving vehicle
 4. Drive around the problem – don't become part of it!
- I. Simulator Exercises I(b)
 - A. Scenarios chosen from California POST list
- I. Critique I(b)
 - A. Review and discuss learning methods

• **Alternative to Discipline Driving**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT
EMERGENCY VEHICLE OPERATIONS CENTER**

ALTERNATIVE TO DISCIPLINE DRIVING PROGRAM

I. Introduction To Course

A. Registration and orientation, objective of class

1. Prepare class and POST roster.
2. Course overview.

B. Round table discussion

1. Discussion regarding each student's collisions and causes.

C. Basic driving principles refresher

1. Refresher of vehicle dynamics, vehicle controls and Code-3 driving.

- D. Explanation of driver exercises listed below.

I. Morning driving exercises-all exercises will be demonstrated by an instructor prior to the student driving.

A. Collision avoidance exercise

1. This exercise utilizes three parallel lanes of travel, each controlled by a traffic signal. As the student approaches the signals, the student must drive the vehicle into the green light lane, avoiding the two red-light lanes.
2. This exercise is used to train the student to employ proper vehicle control in response to a potential emergency in lieu of a "panic" stop.
3. The exercise expresses quick steering maneuvers, proper use of vehicle

weight transfer and correct braking applications are stressed.

4. The students will be driving at 35 mph during this exercise.

B. Reverse driving exercise

1. The student will maneuver a vehicle at varying speeds through a series of

turns and straight-always in reverse movements varying the speed between 20 and 30 miles per hour. This exercise simulates how to quickly exit an ambush situation.

2. The exercise is used to teach vehicle control in reverse driving through coordination of throttle, steering, and braking.

C. Turn around exercise

1. The student will demonstrate three basic ways (Three-Point Turnaround, Modified Bootleg, Bootleg) to turn a vehicle so as to proceed in the opposite direction quickly and safely.

2. While backing, the student will demonstrate maintaining constant visual awareness of objects to the rear and sides until the vehicle comes to a complete stop.

3. The student will demonstrate reverse steering (sometimes referred to as "reverse rolling friction") technique.

III. Driving Exercise

A. High Speed Emergency Response Course

1. The student will operate a vehicle around a two-mile operational driving course, complete with maneuvering problems and interfering instructor-driven patrol vehicles under "Code 3" emergency conditions. The interference patrol vehicles are used to help the student identify tunnel vision and siren syndrome. The interference patrol vehicles are used to simulate vehicle traffic at intersections. The interference patrol vehicle is driven by an EVOC instructor. The interference patrol vehicle is driven

Code 3 towards an intersection at a 90 degree angle, which will place the interference patrol vehicle into the student driver's crossing path. The interference patrol vehicle will come to a stop prior to the limit line. The student driver is expected to stop, make eye contact with the interference patrol vehicle's driver and proceed through the intersection with caution. The exercise is designed to enhance the student's high visual horizon.

2. This exercise enables the student to apply everything they have learned to see how they react while driving Code 3 under controlled conditions.

3. This exercise serves to illustrate both driver and vehicle limitations in a variety of driving situations and the stresses involved.

IV. Classroom Presentation, after the morning exercises

A. Legal Aspects & Issues of Emergency Driving

1. The student will understand specific California statutes, Code-3 driving tactics, and case law.

2. Vehicle Code

- a. 17001 C.V.C.
- b. 17004 C.V.C.
- c. 21055 C.V.C.
- d. 21056 C.V.C.
- e. 21806/21807 C.V.C.
- f. 22350 C.V.C.
- g. 17004.7 C.V.C.
- h. 21052 C.V.C
- i. 201057 C.V.C

3. Section 13519.8 Penal Code

- a. Mandates minimum standards for agency pursuit policy

b. Mandates minimum training standards for pursuit training

4. Section 669 Evidence Code, mandates the more restricted be followed (Law vs. Policy)

5. Discuss policy compliance

6. Willful violation of LASD policy could be viewed as negligence per se

V. Program Overview, Critique, and Remediation

A. Recap the day events

1. Answer last minute questions

• **Driver's Training (PSP)**

LOS ANGELES COUNTY SHERIFF DEPARTMENT

CONTINUED PROFESSIONAL TRAINING

PERISHABLE SKILLS PROGRAM (PSP)

DRIVING (PSP)

I. REGISTRATION AND ORIENTATION

A. Preparation of Necessary Class Documents

II (B)

1. Class roster

2. Introductions - Classroom/ Instructor.

II. POLICY/CASE LAW

II (B,F)

A. State Laws:

- | | |
|----------------|-----------------|
| 1. 17001 CVC | 6. 21056 CVC |
| 2. 17004 CVC | 7. 21057 CVC |
| 3. 17004.7 CVC | 8. 21806 CVC |
| 4. 21052 CVC | 9. 21807 CVC |
| 5. 21055 CVC | 10. 13519.8 CVC |

B. Applicable Case Law and Key Issues:

1. Kishida v. California – 17004.7 CVC only requires that an agency “adopt” a policy and does not specify compliance with that policy.

2. Colvin v. Gardena – Gardena’s pursuit policy language was too “vague” allowing too much officer discretion in initiating and terminating pursuits.

3. Peterson v. Long Beach – Because the City’s policy was stricter than State Law, a violation of that policy caused the City to incur civil liability.

4. Lewis v. Sacramento Co. – Federal lawsuit alleging 14th Amendment violation. Set the “Shocks the Conscience” standard.

5. Brower v. Inyo Co. – “Dead man’s Roadblock” used on non-violent offender resulted in court’s determination that the officer’s action “shocked the conscience.”

6. Cruz v. Briseno – Incident involving “closing the distance.” Fleeing suspect killed innocent 3rd party in collision. Although deputy did NOT have emergency equipment activated, he was in fact “in pursuit.” Immunity under 17004 CVC and 17004.7 CVC applied.

7. Nguyen v. City of Westminster – Westminster pursuit of stolen van that ended in a schoolyard during school hours. Suspect vehicle collided into a dumpster killing Mr. Nguyen. The Court held that Westminster was civilly immune under 17004.7 CVC, however, the cited that the law is flawed and should be reviewed.

C. Department Policy

II (C,F,G)

1. Defensive Driving
2. Clearing Intersections
3. Seatbelt Usage
4. Defensive Driving
5. Vehicle Dynamics

III. Discuss Driving Exercises / Vehicle Dynamics II (B,G)

- A. Parallel Park
- B. T-Driveway
- C. Turn Around Exercise
- D. Off set Lane
- E. Intersection Exercise

IV. Students Driving Slow Speed Exercises II (A,D,E)

- A. Parallel Park (Backing)
- B. T-Driveway (Backing)
- C. Turn Around Exercise (Backing)
- D. Off set Lane (Backing)
- E. Intersection Exercise

V. Course Critique II (B)

• Driver's Training Instructor

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

EMERGENCY VEHICLE OPERATIONS CENTER

40 HOUR E.V.O.C. INSTRUCTOR COURSE

I. Registration and Orientation

A. Forms Completion

1. Roster(s) and other agency or POST forms
2. Evaluation forms

B. Facility Rules

1. Safety and communication concerns
2. Facility orientation

II. Instructor Course Purpose

A. Standardize EVOC training

1. Reduce collisions and liabilities
2. Improve vehicle operating efficiency
3. Increase awareness of using good judgment and
decision making

III. Manual Familiarization

A. Emphasize importance of knowing material prior to training

1. Designed to prepare the instructor to present EVOC instruction

2. Reference guide

3. Establish credibility with student

B. Review key elements of manual

1. Chapter by chapter summary

2. Review driving exercise diagrams

IV. Current EVOC Courses

A. Basic Recruit

B. Reserve Officer

1. Levels I, II, and III

C. In-Service

D. Driver Awareness

E. Driver Awareness Instructor

1. Designed for sergeants and above

F. EVOC Instructor

G. Driving Simulator

H. Legal Intervention

1. Spike strips

2. Road Blocks

3. Other tactics will be discussed

I. Executive Protection Driving

V. Defensive Driving Factors

A. Learning Goal

1. The student will understand the causes and classifications of emergency vehicle accidents, and techniques to avoid collisions.

B. Collision Statistics and Factors

1. Collision Statistics

- a. Primary collision factors
- b. Statewide statistics
- c. Local statistics

2. Contributory Causes

- a. Psychological factors
- b. Physiological factors
- c. Environmental factors
- d. Vehicular factors

3. Collision Classifications

- a. General classifications
- b. Agency policy

C. Vehicle Care and Maintenance

1. Vehicle Abuse
2. Vehicle Maintenance
3. Pre-Operational Vehicle Inspection
 - a. Systematic check of the vehicle

D. Defensive Driving Techniques

1. Defensive Driving Components

- a. Driver
- b. Vehicle
- c. Environment

2. Defensive Driving Tactics

- a. Space cushion
- b. Intersections
- c. Freeway driving
- d. Stopping
- e. Backing
- f. Lane changes

E. Occupant safety devices

- 1. Seat belts
- 2. Air bags

F. Adverse Operating Situations

- 1. Skids
- 2. Brakes
- 3. Environmental
- 4. Other factors

G. Commentary Driving

1. Pre-driving
2. Driving habits
3. Freeway driving
4. Night driving
5. Attitudes

VI. Vehicle Operations

A. Learning Goal

1. The student will understand the concepts of vehicle dynamics, vehicle control techniques, braking and roadway position.

B. Vehicle Dynamics

1. Methods of vehicle control
 - a. Steering
 - b. Braking
 - c. Throttle
2. Weight Transfer
 - a. Lateral
 - b. Longitudinal

C. Vehicle Control Techniques

1. Steering control
2. Throttle control
3. Speed Judgment

D. Braking

1. Braking dynamics
2. Left-foot
3. Controlled
4. Threshold
5. Straight line
6. Extended release
7. Brake fade
8. Anti-lock Brake System (ABS)

E. Roadway Position

1. Turn classifications
2. Control considerations
3. Speed control
4. Reverse driving
5. Formulas and reference tables

VII. Emergency Driving Factors

A. Learning Goal

1. The student will understand the legal and liability issues as they apply to emergency response driving, pursuit driving and the POST Pursuit Guidelines.

B. Legal Issues/Liabilities

1. California codes
 - a. Vehicle code
 - b. Penal code
 - c. Evidence code

2. California case law
 - a. Summary of case
 - b. Case law decision
 - c. Impact on law enforcement

C. Book of Approved Jury Instructions (BAJI)

D. Federal case law

1. Summary of case
2. Case law decision
3. Impact on law enforcement

E. Emergency Driving Operations

1. General information
2. Passing on the right
3. Driving considerations
4. Siren audibility
5. Driving tactics

F. Vehicle Pursuit Operations

1. Pursuit philosophy
2. Pursuit Guidelines 13519.8 PC

- a. When to initiate a pursuit
- b. Number of units involved and their responsibilities
- c. Communications
- d. Supervisory responsibilities
- e. Driving tactics
- f. Blocking, ramming, boxing in and roadblock procedures
- g. Speed considerations
- h. Air support
- i. Termination
- j. Capture of suspects
- k. Interjurisdictional considerations
- l. Reporting and post-pursuit analysis

VIII. Practical Application Exercises

A. Learning Goal

1. The student will develop the proficiency and explain the techniques required to complete selected driving exercises from each of the categories from this section. The student will also develop the ability to evaluate and remediate students.

B. Student Driving Skill Development

1. Lesson plans for individual driving exercises

- a. Materials needed
- b. Goals and objectives
- c. Procedure to drive course
- d. Evaluation

C. Select exercises from the following categories in the manual that meet your

program's needs:

1. Vehicle placement
2. Skid control
3. Collision avoidance
4. Backing
5. Braking
6. Performance driving
7. Emergency response driving (Code-3)
8. Pursuit driving
9. Judgment and decision making

D. Exercises may be placed in a continuous loop to make a driving skill course:

1. Parallel parking
2. Turn-around Exercise
3. "T" driveway
4. Offset lane
5. Steering course

E. Testing/Evaluation Techniques

1. Written examinations
 - a. POST Test Item Bank
 - b. In-house written test
2. Practical exercises
 - a. Skills
 - b. Knowledge

- c. Attitude
- d. Judgment
- e. Tactics
- f. Vehicle control
- g. Remediation
- h. Improve student performance
- i. Objective documentation
- j. Instructional evaluation consideration
- k. Four-step teaching method
- l. Driving experiences
- m. Remedial solutions
- n. Feedback
- o. Verbal communication skills
- p. Honest objective ratings
- q. Written communication skills (evaluations)
- r. Discipline, remediation and termination documentation

3. Instructor development

- a. Design new exercises
- b. Setup, demonstration and drive exercise
- c. Teach exercise
- d. Staff evaluation

IX. Course Management Components

A. Learning Goals

1. The student will understand the process of site selection, safety considerations, obtaining equipment, scheduling training and instructors, planning for contingencies and ensuring proper student to instructor ratios when managing a course.

B. Course Management

1. Site selection

- a. Site preparation
- b. Resources
- c. Realistic course configurations

2. Equipment and Materials

- a. Vehicles
- b. Course markers

- c. Equipment resources

3. Safety and control (POST and Facility Safety Guidelines)

4. Scheduling

- a. Frequency
- b. Record keeping

5. Format and hours

6. Contingency planning

- a. Alternate training sites
- b. Alternate instructors
- c. Backup vehicles

7. Five-to-one student to instructor ratio

C. Instructional Equipment

1. Audio - Visual equipment
2. Visual aids
3. Driving simulators
4. Vehicles
5. Communications and electronic equipment
6. Safety and control equipment
7. Additional equipment for high-speed course

X. Critique and Course Evaluation

- A. Recap the weeks events
- B. Complete Evaluations
 1. POST Evaluations
 2. Agency Evaluations

• **Driver's Training Instructor**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

EMERGENCY VEHICLE OPERATIONS CENTER

40 HOUR E.V.O.C. INSTRUCTOR COURSE

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1. Safety and communication concerns
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II. Instructor Course Purpose

A. Standardize EVOC training

1. Reduce collisions and liabilities
2. Improve vehicle operating efficiency
3. Increase awareness of using good judgment and decision making

III. Manual Familiarization

A. Emphasize importance of knowing material prior to training

1. Designed to prepare the instructor to present EVOC instruction
2. Reference guide
3. Establish credibility with student

B. Review key elements of manual

1. Chapter by chapter summary
2. Review driving exercise diagrams

IV. Current EVOC Courses

- A. Basic Recruit
- B. Reserve Officer
 1. Levels I, II, and III
- C. In-Service
- D. Driver Awareness
 - E. Driver Awareness Instructor
 1. Designed for sergeants and above
 - F. EVOC Instructor
 - G. Driving Simulator
 - H. Legal Intervention
 1. Spike strips
 2. Road Blocks
 3. Other tactics will be discussed
 - I. Executive Protection Driving

V. Defensive Driving Factors

- A. Learning Goal
 1. The student will understand the causes and classifications of emergency vehicle accidents, and techniques to avoid collisions.

B. Collision Statistics and Factors

1. Collision Statistics

- a. Primary collision factors
- b. Statewide statistics
- c. Local statistics

2. Contributory Causes

- a. Psychological factors
- b. Physiological factors
- c. Environmental factors
- d. Vehicular factors

3. Collision Classifications

- a. General classifications
- b. Agency policy

C. Vehicle Care and Maintenance

- 1. Vehicle Abuse
- 2. Vehicle Maintenance
- 3. Pre-Operational Vehicle Inspection
 - a. Systematic check of the vehicle

D. Defensive Driving Techniques

- 1. Defensive Driving Components
 - a. Driver
 - b. Vehicle

c. Environment

2. Defensive Driving Tactics

a. Space cushion

b. Intersections

c. Freeway driving

d. Stopping

e. Backing

f. Lane changes

E. Occupant safety devices

1. Seat belts

2. Air bags

F. Adverse Operating Situations

1. Skids

2. Brakes

3. Environmental

4. Other factors

G. Commentary Driving

1. Pre-driving

2. Driving habits

3. Freeway driving

4. Night driving

5. Attitudes

VI. Vehicle Operations

A. Learning Goal

1. The student will understand the concepts of vehicle dynamics, vehicle control techniques, braking and roadway position.

B. Vehicle Dynamics

1. Methods of vehicle control

- a. Steering
- b. Braking
- c. Throttle

2. Weight Transfer

- a. Lateral
- b. Longitudinal

C. Vehicle Control Techniques

1. Steering control
2. Throttle control
3. Speed Judgment

D. Braking

1. Braking dynamics
2. Left-foot
3. Controlled

4. Threshold
5. Straight line
6. Extended release
7. Brake fade
8. Anti-lock Brake System (ABS)

E. Roadway Position

1. Turn classifications
2. Control considerations
3. Speed control
4. Reverse driving
5. Formulas and reference tables

VII. Emergency Driving Factors

A. Learning Goal

1. The student will understand the legal and liability issues as they apply to emergency response driving, pursuit driving and the POST Pursuit Guidelines.

B. Legal Issues/Liabilities

1. California codes
 - a. Vehicle code
 - b. Penal code
 - c. Evidence code
2. California case law

- a. Summary of case
- b. Case law decision
- c. Impact on law enforcement

C. Book of Approved Jury Instructions (BAJI)

D. Federal case law

- 1. Summary of case
- 2. Case law decision
- 3. Impact on law enforcement

E. Emergency Driving Operations

- 1. General information
- 2. Passing on the right
- 3. Driving considerations
- 4. Siren audibility
- 5. Driving tactics

F. Vehicle Pursuit Operations

- 1. Pursuit philosophy
- 2. Pursuit Guidelines 13519.8 PC
 - a. When to initiate a pursuit
 - b. Number of units involved and their responsibilities
 - c. Communications
 - d. Supervisory responsibilities
 - e. Driving tactics

- f. Blocking, ramming, boxing in and roadblock procedures
- g. Speed considerations
- h. Air support
- i. Termination
- j. Capture of suspects
- k. Interjurisdictional considerations
- l. Reporting and post-pursuit analysis

VIII. Practical Application Exercises

A. Learning Goal

1. The student will develop the proficiency and explain the techniques required to complete selected driving exercises from each of the categories from this section. The student will also develop the ability to evaluate and remediate students.

B. Student Driving Skill Development

1. Lesson plans for individual driving exercises
 - a. Materials needed
 - b. Goals and objectives
 - c. Procedure to drive course
 - d. Evaluation

C. Select exercises from the following categories in the manual that meet your program's needs:

1. Vehicle placement
2. Skid control
3. Collision avoidance
4. Backing

5. Braking
6. Performance driving
7. Emergency response driving (Code-3)
8. Pursuit driving
9. Judgment and decision making

D. Exercises may be placed in a continuous loop to make a driving skill course:

1. Parallel parking
2. Turn-around Exercise
3. "T" driveway
4. Offset lane
5. Steering course

E. Testing/Evaluation Techniques

1. Written examinations
 - a. POST Test Item Bank
 - b. In-house written test
2. Practical exercises
 - a. Skills
 - b. Knowledge
 - c. Attitude
 - d. Judgment
 - e. Tactics
 - f. Vehicle control
 - g. Remediation

- h. Improve student performance
- i. Objective documentation
- j. Instructional evaluation consideration
- k. Four-step teaching method
- l. Driving experiences
- m. Remedial solutions
- n. Feedback
- o. Verbal communication skills
- p. Honest objective ratings
- q. Written communication skills (evaluations)
- r. Discipline, remediation and termination documentation

3. Instructor development

- a. Design new exercises
- b. Setup, demonstration and drive exercise
- c. Teach exercise
- d. Staff evaluation

IX. Course Management Components

A. Learning Goals

1. The student will understand the process of site selection, safety considerations, obtaining equipment, scheduling training and instructors, planning for contingencies and ensuring proper student to instructor ratios when managing a course.

B. Course Management

1. Site selection

- a. Site preparation
 - b. Resources
 - c. Realistic course configurations
2. Equipment and Materials
 - a. Vehicles
 - b. Course markers
 - c. Equipment resources
3. Safety and control (POST and Facility Safety Guidelines)
4. Scheduling
 - a. Frequency
 - b. Record keeping
5. Format and hours
6. Contingency planning
 - a. Alternate training sites
 - b. Alternate instructors
 - c. Backup vehicles
7. Five-to-one student to instructor ratio

C. Instructional Equipment

1. Audio - Visual equipment
2. Visual aids
3. Driving simulators
4. Vehicles

5. Communications and electronic equipment
6. Safety and control equipment
7. Additional equipment for high-speed course

X. Critique and Course Evaluation

- A. Recap the weeks events
- B. Complete Evaluations
 1. POST Evaluations
 2. Agency Evaluations

• **Driver's Training Update**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

CONTINUED PROFESSIONAL TRAINING

POST PERISHABLE SKILLS PROGRAM

EVOC DRIVER TRAINING UPDATE - 1820-21155

I. REGISTRATION AND ORIENTATION

- A. Preparation of Necessary Class Documents

1. Class roster.
2. Grade cards.
3. Waivers / Explanation of Facility Rules

II. CLASSROOM PRESENTATION

II (A,C,E,G)

A. Vehicle Dynamics and Control

1. Instructs the student in the vehicle control techniques of precision vehicle operation.

- a. Weight transfer
- b. Steering control / safe backing
- c. Speed judgment and throttle control
- d. Road position

III. DRIVING EXERCISES

II (A,C,D,E,G)

A. Collision Avoidance Exercise

1. This exercise utilizes three parallel lanes of travel, each controlled by a traffic signal. As the student approaches the signals, the pre-set light signals indicate the proper lane of entry.

2. This problem is used to train the student to employ proper vehicle control in

response to a potential emergency in lieu of a "panic" stop.

3. Quick steering maneuvers, proper use of a vehicle weight transfer, and correct braking applications are stressed.

4. The exercise is used as an indicator of the student's awareness and physical reaction capabilities.

B. High Speed Precision Driving Course

1. The student will operate a vehicle around a two-mile operational driving course, complete with maneuvering problems and interfering instructor driven vehicles under "Code 3" conditions.

2. This exercise enables the student to apply all the course driving principles under controlled conditions.

3. Serves to illustrate both driver and vehicle limitations in a variety of driving situations and the stresses involved.

IV. POLICY / CASE LAW

II (B,C,D,E,F,G)

A. Review Applicable Case Laws

1. 17001 CVC
2. 17004 CVC
3. 17004.7 CVC

4. 21052 CVC
5. 21055 CVC
6. 21056 CVC
7. 21057 CVC
8. 21806 CVC
9. 21807 CVC
10. 13519.8 CVC

B. Review Notable Cases

1. Kishida v. California - 17004.7 CVC only requires that an agency “adopt” a policy and does not specify compliance with that policy.
2. Colvin v. Gardena - Gardena’s pursuit policy language was too “vague” allowing too much officer discretion in initiating and terminating pursuits.
3. Peterson v. Long Beach - Because the City’s policy was stricter than State Law, a violation of that policy caused the City to incur civil liability.
4. Lewis v. Sacramento County - Federal lawsuit alleging 14th Amendment violation. Set the “Shocks the Conscience” standard.
5. Brower v. Inyo County - “Dead man’s Roadblock” used on non-violent offender resulted in court’s determination that the officer’s action “Shocked the Conscience.”

6. Cruz v. Briseno - Incident involving "closing the distance." Fleeing suspect killed innocent 3rd party in collision. Although deputy did NOT have emergency equipment activated, he was in fact "in pursuit." Immunity under 17004 CVC and 17004.7 CVC applied.

7. Nguyen v. City of Westminster - Westminster pursuit of stolen van that ended in a schoolyard during school hours. Suspect vehicle collided into a dumpster killing Mr. Nguyen. The Court held that Westminster was civilly immune under 17004.7 CVC. However, they cited that the law is flawed and should be reviewed.

C. Department Policy Issues

1. Code 9

2. Surveillance Mode

3. Clearing Intersections

4. Blocking Intersections

D. Review Stress and Coping Skills

V. DRIVING EXERCISES

II (D,G,J,K)

A. City Street Hazard Complex - Pursuits

1. The student is engaged in a supervised simulated pursuit of an instructor driven vehicle through a course configured to represent a city street complex.

2. The student will also ride as a passenger in the instructor driven "suspect" vehicle during a pursuit exercise.

3. Proper judgment and hazards related to pursuit driving are emphasized, including live interference vehicles.

B. Skid and Recovery Exercise

1. The student will maneuver a vehicle around a series of cones at various speeds, on a slick, wet driving surface. The vehicle will be equipped with "slick" tires to add further difficulty with vehicle control.

2. This exercise is designed to develop and test a student's ability to utilize proper techniques regarding recovery of a sliding/skidding vehicle.

3. Upon gaining control of the sliding vehicle, proper brake application techniques are used to stop the vehicle on wet pavement.

VI. CRITIQUE AND P.O.S.T. EVALUATION FORMS

A. Program Review

B. Question and Answer Period

C. Completion of P.O.S.T. Evaluation Instrument
