

# Pistol In-Service 2025

## Cleveland Division of Police



<b>Course Date:</b>	In-Service 2025
<b>Current Revision Date:</b>	9/28/2024
<b>Course Hours:</b>	3 Hours
<b>Primary Audience:</b>	C.D.P. Sworn Personnel
<b>Module Goal:</b>	To ensure each Division member qualifies according to the O.P.O.T.A. Semi-Automatic Pistol standards <b>ASSISTING INSTRUCTORS</b>

Ordnance Unit Staff (Primary)  
CLEVELAND POLICE ORDNANCE UNIT

Academy Unit Staff (Assist as needed)

Gymnasium Unit Staff (Assist as needed)

**SUBJECT MATTER EXPERT COMMITTEE**

Sergeant Keith Campbell, C.D.P. Ordnance Unit  
Patrol Officer James Merritt, C.D.P. Ordnance Unit  
Patrol Officer Michael McWilliam, C.D.P. Ordnance Unit

CLEVELAND POLICE ORDNANCE UNIT

Patrol Officer David O'Conner, C.D.P. Ordnance Unit  
Patrol Officer David Siefer, C.D.P. Ordnance Unit

## REFERENCES

OPOTA semi-automatic pistol qualification course: O.P.O.T.A. firearms instructor manual. (01/01/2016) [www.ohioattorneygeneral.gov/Law-enforcement/Services-for-Law-Enforcement](http://www.ohioattorneygeneral.gov/Law-enforcement/Services-for-Law-Enforcement)

CLEVELAND POLICE ORDNANCE UNIT

## COURSE MATERIALS

### TEACHING AIDS

Erasable Board/Markers

Easel/Notepads

Lectern/Table

Other: Training Weapons

Student Handouts

CLEVELAND POLICE ORDNANCE UNIT

Handout #1:  
Handout #2:

### INSTRUCTIONAL TECHNIQUES

  X   Lecture

  X   Demonstration

  X   Individual Exercise

  X   Problem Solving

  X   Group Discussion

  X   Scenario-based Training

  X   Hands-on Techniques

## LEARNING OBJECTIVES

At the end of this topic, the Student will be able to:

1. Pass the O.P.O.T.A. requalification course of fire effective January 1, 2016
2. Identify safety rules when handling firearms.
3. Demonstrate proper use of stance, grip, sight alignment, sight picture, trigger management, and after-action while using the Glock Semi-Automatic Pistol moving rearward and from cover.
4. Demonstrate proper loading of the Glock Semi-Automatic Pistol.
5. Demonstrate proper unloading of the Glock Semi-Automatic Pistol.



<p><b>I. INTRODUCTION</b></p> <p>A. Cleveland Police Ordnance Unit</p> <p>B. 2025 Pistol In-Service</p> <p>C. Student Performance Objectives</p> <ol style="list-style-type: none"> <li>1. Using the Glock Semi-Automatic Pistol, the Student will successfully qualify by passing the O.P.O.T.A. state requalification course of fire effective January 1, 2016</li> <li>2. The Student will understand and follow all safety rules when handling firearms.</li> <li>3. The Student will demonstrate proper use of stance, grip, sight alignment, sight picture, trigger management, and after-action while using the Glock Semi-Automatic Pistol moving rearward and from cover.</li> <li>4. The Student will demonstrate how to load the Glock Semi-Automatic Pistol properly.</li> <li>5. The Student will demonstrate proper unloading of the Glock Semi-Automatic Pistol</li> </ol>	<p><b><i>Instructors will introduce themselves.</i></b></p> <p><b><i>See Learning objectives Classroom</i></b></p>
<p><b>II. PRESENTATION</b></p> <p>A. Four primary firearms safety rules</p> <ol style="list-style-type: none"> <li>1. Treat all firearms as if they were loaded/know the status of your firearm</li> <li>2. Keep your finger off the trigger and outside the trigger guard until you have made the conscious decision to shoot</li> <li>3. Keep your firearm pointed in a safe direction, predetermined by your environment and situation</li> <li>4. Be aware of your surroundings, foreground, target, backstop, and beyond</li> </ol> <p>B. Documentation / Inspection</p> <ol style="list-style-type: none"> <li>1. Each Student will complete and sign a 2025 Qualification Form</li> <li>2. All students will be equipped with the following: <ol style="list-style-type: none"> <li>a) Class "B" Uniform with a ballistic vest</li> <li>b) Gun Belt</li> <li>c) City-issued Service Weapon</li> <li>d) City issued Holster</li> <li>e) Three fully loaded magazines with issued duty ammunition</li> </ol> </li> </ol> <p>C. Scoring</p> <ol style="list-style-type: none"> <li>1. Each Student will qualify using the OPOTA RQT2 target</li> <li>2. The RQT2 target is a Silhouette humanoid target with three scoring areas <ol style="list-style-type: none"> <li>a) Preferred area <ol style="list-style-type: none"> <li>(1) Light gray inner outlined area within the silhouette from the head to the hips</li> </ol> </li> <li>b) Non-Preferred area <ol style="list-style-type: none"> <li>(1) Dark gray between the outline of the silhouette humanoid shape and the preferred area</li> </ol> </li> <li>c) Miss</li> </ol> </li> </ol>	<p><b><i>Classroom: Instructors shall cover the safety rules to ensure everyone understands them</i></b></p> <p><b><i>Instructors shall ensure everyone present has signed in and is equipped for training.</i></b></p> <p><b><i>Instructor shall have an actual OPOTA RQT2 target &amp; show the scoring areas.</i></b></p>

<p>(1) Any hit outside the outline of the silhouette humanoid shape</p> <ol style="list-style-type: none"> <li>3. Shooters can score a maximum of 25 points</li> <li>4. Shooters must have no less than 20 points to pass the course of fire</li> <li>5. A shooter can lose points for: <ol style="list-style-type: none"> <li>a) Failing to hit the preferred area (zero (0) point for each round fired)</li> <li>b) Failing to fire rounds within the allotted time limits (zero) (0) point for each round not fired</li> <li>c) Missing the failure drill designed area (-1 point for missing the head/pelvic circles)</li> <li>d) Any round off the silhouette (-1 point for each hit off the silhouette)</li> <li>e) Firing additional rounds (-1 point for each additional round fired)</li> <li>f) Firing rounds over the allotted time limit (-1 point for each additional round fired)</li> </ol> </li> </ol> <p><b>III. OPOTA QUALIFICATION PISTOL TEST</b></p> <p>A. Stage 1</p> <ol style="list-style-type: none"> <li>1. 4-foot line</li> <li>2. 5 seconds</li> <li>3. Three rounds</li> <li>4. Glock pistol fully loaded in the holster</li> <li>5. On the turning of the target, the shooter shall: <ol style="list-style-type: none"> <li>a) Draw to the close quarter's retention position</li> <li>b) Ensure their reactionary hand is up out of the way and protecting them</li> <li>c) Fire 3 rounds into the preferred area of the target</li> <li>d) Upon firing the third shot, create distance by taking one step back</li> <li>e) Obtain an appropriate sight alignment and sight picture and cover the target until it turns away</li> <li>f) Complete after action to the holster</li> </ol> </li> </ol> <p>B. Stage 2</p> <ol style="list-style-type: none"> <li>1. 9-foot line</li> <li>2. 6 seconds</li> <li>3. Three rounds</li> <li>4. Glock pistol loaded in the holster</li> <li>5. On the turning of the target, the shooter shall: <ol style="list-style-type: none"> <li>a) Flanking step while simultaneously drawing their pistol to full presentation</li> <li>b) Obtain proper sight alignment/sight picture</li> <li>c) Fire 2 rounds into the preferred area of the target</li> <li>d) Transition the pistol and obtain proper sight alignment/sight picture to the head</li> <li>e) Fire 1 well-aimed shot to the head</li> <li>f) Reobtain an appropriate sight alignment</li> </ol> </li> </ol>	<p><b><i>Pistol Range S.P.O. #1 Test An instructor will demo each stage of fire for the test.</i></b></p> <p><b><i>Instructor to remind all students to "Step to the Known" while completing their after-action</i></b></p>
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<p>drawing their pistol to full presentation</p> <p>b) Obtain proper sight alignment/sight picture</p> <p>c) Fire 3 rounds into the preferred area of the target</p> <p>d) Conduct a proper emergency reload</p> <p>e) Reobtain an appropriate sight alignment and sight picture</p> <p>f) Fire 3 additional rounds into the preferred area of the target</p> <p>g) Reobtain a proper sight alignment and sight picture and cover the target until it turns away</p> <p>h) Complete after action to the holster</p> <p>F. Stage 5</p> <ol style="list-style-type: none"> <li>1. 30-foot line</li> <li>2. 8 seconds</li> <li>3. Three rounds</li> <li>4. Glock pistol loaded in the holster</li> <li>5. On the turning of the target, the shooter shall: <ol style="list-style-type: none"> <li>a) Flanking step while simultaneously drawing their pistol to full presentation</li> <li>b) Obtain proper sight alignment/sight picture</li> <li>c) Fire 3 rounds into the preferred area of the target</li> <li>d) Reobtain an appropriate sight alignment and sight picture and cover the target until it turns away</li> <li>e) Complete after action to the holster</li> </ol> </li> </ol> <p>G. Stage 6</p> <ol style="list-style-type: none"> <li>1. 50-foot line</li> <li>2. 8 seconds</li> <li>3. Two rounds</li> <li>4. Glock pistol loaded in the holster</li> <li>5. On the turning of the target, the shooter shall: <ol style="list-style-type: none"> <li>a) Flanking step while simultaneously drawing their pistol to full presentation</li> <li>b) Obtain proper sight alignment/sight picture</li> <li>c) Fire 2 rounds into the preferred area of the target</li> <li>d) Reobtain an appropriate sight alignment and sight picture and cover the target until it turns away</li> <li>e) Complete after action to the holster</li> </ol> </li> </ol> <p><b>IV. OPOTA QUALIFICATION PISTOL RETEST</b></p> <p>A. Stage 1</p> <ol style="list-style-type: none"> <li>1. 4-foot line</li> <li>2. 5 seconds</li> <li>3. Three rounds</li> <li>4. Glock pistol fully loaded in the holster</li> <li>5. On the turning of the target, the shooter shall: <ol style="list-style-type: none"> <li>a) Draw to the close quarter's retention position</li> </ol> </li> </ol>	<p><i>Upon completion, instructors will mark &amp; score all targets.</i></p> <p><i>Students who fail will remain on the</i></p>
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<p>b) Ensure their reactionary hand is up out of the way and protecting them</p> <p>c) Fire 3 rounds into the preferred area of the target</p> <p>d) Upon firing the third shot, create distance by taking one step back</p> <p>e) Obtain an appropriate sight alignment and sight picture and cover the target until it turns away</p> <p>f) Complete after action to the holster</p> <p>B. Stage 2</p> <ol style="list-style-type: none"> <li>1. 9-foot line</li> <li>2. 6 seconds</li> <li>3. Three rounds</li> <li>4. Glock pistol loaded in the holster</li> <li>5. On the turning of the target, the shooter shall: <ol style="list-style-type: none"> <li>a) Flanking step while simultaneously drawing their pistol to full presentation</li> <li>b) Obtain proper sight alignment/sight picture</li> <li>c) Fire 2 rounds into the preferred area of the target</li> <li>d) Transition the pistol and obtain proper sight alignment/sight picture to the head</li> <li>e) Fire 1 well-aimed shot to the head</li> <li>f) Reobtain an appropriate sight alignment and sight picture and cover the target until it turns away</li> <li>g) Complete after action to the holster</li> </ol> </li> </ol> <p>C. Stage 3A</p> <ol style="list-style-type: none"> <li>1. 12-foot line</li> <li>2. 8 seconds</li> <li>3. Four rounds</li> <li>4. Glock pistol loaded in the holster</li> <li>5. The Student's non-dominant hand is placed across the chest</li> <li>6. On the turning of the target, the shooter shall: <ol style="list-style-type: none"> <li>a) Flanking step while simultaneously drawing their pistol to full presentation with their dominant hand only</li> <li>b) Obtain proper sight alignment/sight picture</li> <li>c) Fire 4 rounds into the preferred area of the target</li> <li>d) Reobtain an appropriate sight alignment and sight picture and cover the target until it turns away</li> <li>e) Complete after action and remain in the high-ready position</li> <li>f) When instructed, pass the Glock pistol off to their non-dominant hand</li> </ol> </li> </ol> <p>D. Stage 3B</p> <ol style="list-style-type: none"> <li>1. 12-foot line</li> <li>2. 7 seconds</li> </ol>	<p><b>range &amp; given a 2<sup>nd</sup> opportunity to qualify.</b></p> <p><b>All others will be given a short break.</b></p> <p><b>Instructor to remind all students to "Step to the Known" while completing their after-action</b></p>
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<ul style="list-style-type: none"> <li>3. Four rounds</li> <li>4. Glock pistol loaded and in the reaction hand at the high ready</li> <li>5. The dominant hand is placed across the chest</li> <li>6. On the turning of the target, the shooter shall: <ul style="list-style-type: none"> <li>a) Flanking step while going to full presentation with their non-dominant hand only</li> <li>b) Obtain proper sight alignment/sight picture</li> <li>c) Fire 4 rounds into the preferred area of the target</li> <li>d) Reobtain an appropriate sight alignment and sight picture and cover the target until it turns away</li> <li>e) Transfer the pistol back to their dominant hand</li> <li>f) Complete after action to the holster</li> </ul> </li> </ul> <p>E. Stage 4</p> <ul style="list-style-type: none"> <li>1. 20-foot line</li> <li>2. 12 seconds</li> <li>3. Six rounds total (3 rounds before reload and three rounds after the reload)</li> <li>4. Glock pistol loaded in the holster (staged with 1 round in the chamber and two additional rounds in the magazine)</li> <li>5. On the turning of the target, the shooter shall: <ul style="list-style-type: none"> <li>a) Flanking step while simultaneously drawing their pistol to full presentation</li> <li>b) Obtain proper sight alignment/sight picture</li> <li>c) Fire 3 rounds into the preferred area of the target</li> <li>d) Conduct a proper emergency reload</li> <li>e) Reobtain an appropriate sight alignment and sight picture</li> <li>f) Fire 3 additional rounds into the preferred area of the target</li> <li>g) Reobtain a proper sight alignment and sight picture and cover the target until it turns away</li> <li>h) Complete after action to the holster</li> </ul> </li> </ul> <p>F. Stage 5</p> <ul style="list-style-type: none"> <li>1. 30-foot line</li> <li>2. 8 seconds</li> <li>3. Three rounds</li> <li>4. Glock pistol loaded in the holster</li> <li>5. On the turning of the target, the shooter shall: <ul style="list-style-type: none"> <li>a) Flanking step while simultaneously drawing their pistol to full presentation</li> <li>b) Obtain proper sight alignment/sight picture</li> <li>c) Fire 3 rounds into the preferred area of the target</li> <li>d) Reobtain an appropriate sight alignment</li> </ul> </li> </ul>	
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<p>and sight picture and cover the target until it turns away</p> <p>e) Complete after action to the holster</p> <p>G. Stage 6</p> <ol style="list-style-type: none"> <li>1. 50-foot line</li> <li>2. 8 seconds</li> <li>3. Two rounds</li> <li>4. Glock pistol loaded in the holster</li> <li>5. On the turning of the target, the shooter shall: <ol style="list-style-type: none"> <li>a) Flanking step while simultaneously drawing their pistol to full presentation</li> <li>b) Obtain proper sight alignment/sight picture</li> <li>c) Fire 2 rounds into the preferred area of the target</li> <li>d) Reobtain an appropriate sight alignment and sight picture and cover the target until it turns away</li> <li>e) Complete after action to the holster</li> </ol> </li> </ol> <p>V. <b>OPOTA QUALIFICATION PISTOL RETEST FAILURES</b></p> <p>A. Failures</p> <ol style="list-style-type: none"> <li>1. Student targets shall be scored according to O.P.O.T.A. regulations</li> <li>2. Students who fail to re-qualify shall be subject to procedures outlined in General Police Order 1.1.10, Firearms Requalification</li> <li>3. General Police Order 1.1.10, Firearms Requalification <ol style="list-style-type: none"> <li>a) Officers who fail to re-qualify during Pistol Requalification and training shall: <ol style="list-style-type: none"> <li>(1) Be provided remedial training at the end of the day</li> <li>(2) Be provided additional test attempts once the instructors and Officer-in-Charge (O.I.C.) of the Ordnance Unit believe the Student can successfully pass the O.P.O.T.A. requalification test</li> <li>(3) The number of attempts that an officer may have to re-qualify shall be determined by the O.I.C. of the Ordnance Unit</li> <li>(4) That determination shall be made case by case and shall include factors such as officer stress, fatigue, and progress</li> </ol> </li> <li>b) Officers who fail to re-qualify during In-Service (by the end of the day) shall: <ol style="list-style-type: none"> <li>(1) Surrender their weapon to the O.I.C. of the Ordnance Unit</li> <li>(2) Report to the O.I.C. of the Ordnance Unit for up to five additional days of remedial training and an opportunity to re-qualify</li> </ol> </li> </ol> </li> </ol>	<p><b><i>Upon completion, instructors will mark &amp; score all targets.</i></b></p> <p><b><i>Any student who fails their 2<sup>nd</sup> attempt to qualify will be held over at the end of the day &amp; provided remedial training &amp; additional test attempts.</i></b></p>
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(3) The O.I.C. of the Ordnance Unit shall determine the proper course of action for scheduling based on operational needs.

c) Officers who fail to re-qualify after remedial training shall be subject to disciplinary action, up to and including a recommendation for termination of employment.

**VI. CLEARING, DISASSEMBLY, AMMUNITION COLLECTION**

A. Clearing

1. Upon completion of all live-fire training, ALL firearms will be properly cleared while on the firing line of the range

2. Students will ensure their service weapon is safe and clear by utilizing the safety mantra of **Safety, Ammo, Action, Inspect**

B. Safety

1. Student will:

a) Treat all firearms as if they were loaded/know the status of your firearm

b) Keep your finger off the trigger and outside the trigger guard until you have made the conscious decision to shoot

c) Keep your firearm pointed in a safe direction, predetermined by your environment and situation

d) Be aware of your surroundings to include your foreground, target, backstop, and beyond

C. Ammo

1. Student will:

a) Remove the source of ammunition, which for the semi-auto pistol is the magazine

b) If a magazine is removed, it will be placed in their off-side pocket

D. Action

1. Student will:

a) "Run" the action (Slide) several times (3 to 5) while observing the ejection port

b) Only one cartridge should be ejected (if the chamber is loaded)

(1) Multiple cartridges being ejected indicates an error of not removing the magazine, and the Student needs to stop, remove the magazine, and start over

c) Lock the Slide to the rear using the slide stop located on the left side of the pistol

(1) Right-handed students will use their right thumb

(2) Left-handed students can use their right thumb or left index finger

E. Inspect

1. Student will:

***ALL firearms must be cleared prior to returning to the classroom***

<p>a) Visibly/physically inspect the chamber and magazine well to ensure they are clear</p> <p>b) Break their focal attention by looking away</p> <p>c) Visibly/physically inspect the chamber and magazine well a second time to confirm they are both clear.</p> <p>d) Verbally announce “clear” if the pistol is determined to be safe and clear</p> <p>(1) If the pistol is not clear, they shall bring it to the attention of an instructor</p> <p>(2) The instructor will determine what action is to be taken at that point</p> <p>e) An instructor <b>WILL</b> visually inspect every pistol to ensure they are clear and indicate the same to the Lead Instructor running the line.</p> <p>F. Disassembly</p> <p>1. Once all weapons have been verified to be clear by an instructor, the Lead Instructor will provide the following instructions to disassemble the pistol.</p> <p>a) Release your Slide forward.</p> <p>b) Keep your pistol pointed in a safe direction by sighting down range at your target.</p> <p>c) Place your finger on the trigger</p> <p>d) Apply proper pressure rearward</p> <p>(1) Note: The Glock pistol cannot be disassembled without pulling the trigger; this is why it is done on the firing line and not in the classroom</p> <p>(2) It will be emphasized to the students that the <b>ONLY</b> reason the trigger is being depressed at this point is to disassemble the weapon and that they must always be made safe and clear before</p> <p>e) Remove the Slide from the frame</p> <p>f) Holster the frame</p> <p>g) Place the Slide in your pocket</p> <p>G. Ammunition Collection</p> <p>1. All ammunition will be purged from magazines, pockets, and/or pouches</p> <p>2. No ammunition will be permitted in the classroom</p> <p>a) An instructor will visually observe that all magazines are empty before the Student is released back to the classroom.</p> <p><b>VII. Classroom PowerPoint Detailed Glock Inspection and Cleaning Presentation</b></p> <p>A. Inspection of the Glock pistol</p> <p>1. Discrepancies will be brought to Ordnance Unit staff and be immediately rectified.</p> <p>B. Serial Numbers</p> <p>1. The Student will ensure the serial numbers on the frame, Slide, and barrel match the serial number of the</p>	<p><b><i>An instructor will check ALL firearms.</i></b></p> <p><b><i>Allow the Student to remove the Slide on their own before giving the commands.</i></b></p> <p><b><i>ALL magazines</i></b></p>
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<p>pistol that is issued to them</p> <p>C. Slide</p> <ol style="list-style-type: none"> <li>1. The Student will inspect: <ol style="list-style-type: none"> <li>a) For unusual wear and tear, cracks, metal shavings, and overall cleanliness</li> <li>b) The front and rear sights for tightness and alignment</li> <li>c) For the firing pin, push past the firing pin safety by applying rearward and then forward pressure to the firing pin lug <ol style="list-style-type: none"> <li>(1) The firing pin should not push past the firing pin safety and protrude through the hole in the breech face</li> </ol> </li> <li>d) For free movement of the firing pin by depressing the firing pin safety and moving the Slide back and forth aggressively <ol style="list-style-type: none"> <li>(1) While holding the firing pin safety in and moving the Slide, the student firing pin should move freely, making a "clicking" sound</li> </ol> </li> </ol> </li> </ol> <p>D. Barrel</p> <ol style="list-style-type: none"> <li>1. The Student will inspect: <ol style="list-style-type: none"> <li>a) For unusual wear and tear, cracks, metal shavings, and overall cleanliness</li> </ol> </li> </ol> <p>E. Spring Guide Rod Assembly</p> <ol style="list-style-type: none"> <li>1. The Student will inspect: <ol style="list-style-type: none"> <li>a) For unusual wear and tear, cracks, metal shavings, and overall cleanliness</li> </ol> </li> <li>2. The Spring Guide Rod Assembly should be dry and clean of lubricant</li> <li>3. The ends of the rod should be clear of any damage, such as cracks or pieces of plastic missing</li> </ol> <p>F. Frame</p> <ol style="list-style-type: none"> <li>1. The Student will inspect: <ol style="list-style-type: none"> <li>a) For unusual wear and tear, cracks, metal shavings, and overall cleanliness</li> </ol> </li> <li>2. Armorer Disassembly <ol style="list-style-type: none"> <li>a) Ordnance Unit Armorers will completely disassemble each student frame <ol style="list-style-type: none"> <li>(1) This allows for proper cleaning, maintenance, inspection, and repairs if needed</li> </ol> </li> </ol> </li> </ol> <p>G. Lubrication of the Glock pistol</p> <ol style="list-style-type: none"> <li>1. Each area or item instructed to lubricate shall only require one oil droplet. <ol style="list-style-type: none"> <li>a) Oil should be seen and felt, but if gravity affects it, you have over-lubricated, and some should be wiped back off.</li> <li>b) Over-lubrication or lubrication of areas meant to remain dry may cause contamination of primers or powder and possible failure to fire.</li> </ol> </li> </ol> <p>H. Slide</p>	<p><b><i>must be checked before allowing anyone back into the classroom</i></b></p> <p><b><i>Certified Armorer to verify</i></b></p> <p><b><i>Ensure serial numbers are being read off the weapon parts &amp; not from memory.</i></b></p>
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	<ol style="list-style-type: none"> <li>1. One lubrication point</li> <li>2. One drop on the inside of the "hood."       <ol style="list-style-type: none"> <li>a) Area just forward of the ejection port opening where the top of the barrel makes contact</li> <li>b) Spread the oil forward toward the barrel opening.</li> <li>c) Caution should be used not to over-oil the Slide and/or allow oil to get inside the firing pin channel.</li> <li>d) The holes in the Slide are NOT meant to be lubricated</li> </ol> </li> </ol> <p>I. Barrel</p> <ol style="list-style-type: none"> <li>1. Three lubrication points</li> <li>2. One drop between the locking lugs</li> <li>3. One drop on the 90-degree ledge just forward of the hood</li> <li>4. One drop an inch from the muzzle       <ol style="list-style-type: none"> <li>a) Spread the oil all around the top, bottom, and sides of the barrel</li> </ol> </li> </ol> <p>J. Frame</p> <ol style="list-style-type: none"> <li>1. Five lubrication points</li> <li>2. One drop on each of the four rails</li> <li>3. One drop on the minus connector</li> </ol> <p>K. Reassemble the Glock pistol with a safety barrel block in place</p> <ol style="list-style-type: none"> <li>1. Reinsert the barrel (with the safety barrel block) back into the Slide</li> <li>2. Reinsert the spring guide rod, ensuring it is correctly seated in the forward notch in front of the locking lugs</li> <li>3. Grasp the frame with a strong hand (normal shooting grip)</li> <li>4. Grasp the Slide over the top with a reactionary hand</li> <li>5. Align the slide rail cutouts with the forward frame rails</li> <li>6. Slowly and carefully pull the slide rearward, ensuring the slide rail cutouts are aligned with the rear frame rails</li> <li>7. Pull the Slide backward to its most rearward point of travel and release it</li> </ol> <p>L. Function test</p> <ol style="list-style-type: none"> <li>1. Done every time the Glock is disassembled and reassembled to ensure the pistol is functioning properly       <ol style="list-style-type: none"> <li>a) The Student will:           <ol style="list-style-type: none"> <li>(1) Ensure the gun is safe and clear using the safety mantra of safety, ammo, action, inspect</li> <li>(2) Release the Slide forward</li> <li>(3) Keep the pistol pointed in a safe, direct</li> <li>(4) Apply appropriate pressure to the</li> </ol> </li> </ol> </li> </ol>	
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trigger

- (5) Hold the trigger to the rear
- (6) While still holding the trigger to the rear cycle, the slide one time
- (7) Slowly release the trigger, hearing and feeling a click as the trigger is reset
  - (a) Report any discrepancy to an instructor
  - (b) Follow the instructor's directions on what to do next

## CONCLUSION

- A. Summarize the course
- B. Answer questions
- C. Dismiss the class



# Shotgun In-Service 2025

## Cleveland Division of Police



<b>Course Date:</b>	In-Service 2025
<b>Current Revision Date:</b>	9/29/2024
<b>Course Hours:</b>	3 Hours
<b>Primary Audience:</b>	C.D.P. Sworn Personnel
<b>Module Goal:</b>	That Division members qualifies with the Remington 870 Pump Action Shotgun according to the O.P.O.T.A. Shotgun standards.

## ASSISTING INSTRUCTORS

Ordnance Unit Staff (Primary)

Academy Unit Staff (Assist as needed)

Gymnasium Unit Staff (Assist as required)

Other Detailed Members of the Division (Assist as needed)

## **SUBJECT MATTER EXPERT COMMITTEE**

Sergeant Keith Campbell, C.D.P. Ordnance Unit  
Patrol Officer James Merritt, C.D.P. Ordnance Unit  
Patrol Officer Michael McWilliam, C.D.P. Ordnance Unit  
Patrol Officer David O'Conner, C.D.P. Ordnance Unit  
Patrol Officer David Siefer, C.D.P. Ordnance Unit

## REFERENCES

OPOTA Shotgun Qualification Course: O.P.O.T.A. Firearms Instructor Manual.  
(01/01/2015) [www.ohioattorneygeneral.gov/Law-enforcement/Services-for-Law-Enforcement](http://www.ohioattorneygeneral.gov/Law-enforcement/Services-for-Law-Enforcement)

## COURSE MATERIALS

### TEACHING AIDS

Erasable Board/Markers  Easel/Notepads

Lectern/Table

Other: Training Weapons

Student Handouts

Handout #1:

Handout #2:

### INSTRUCTIONAL TECHNIQUES

Lecture

Group Discussion

Demonstration

Scenario-based Training

Individual Exercise

Hands-on Techniques

Problem Solving

## LEARNING OBJECTIVES

At the end of this topic, the student will be able to:

1. Use a Remington 870 Pump Action Shotgun to pass the O.P.O.T.A. requalification course of fire, effective January 1, 2015.
2. Define the safety rules when handling firearms.
3. Demonstrate the proper stance, grip, sight alignment, sight picture, trigger management, and after-action checks while using the Remington 870 Pump Action Shotgun.
4. Demonstrate the proper loading of the Remington 870 Pump Action Shotgun.
5. Demonstrate the appropriate unloading of the Remington 870 Pump Action Shotgun.

# Lesson Plan

<p><b>I. INTRODUCTION</b></p> <p>A. Cleveland Division of Police Ordnance Unit</p> <p>B. 2025 Shotgun In-Service</p> <p>C. Student Performance Objectives</p> <ol style="list-style-type: none"><li>1. Using a Remington 870 Pump Action Shotgun, the student will successfully qualify by passing the O.P.O.T.A. requalification course of fire, effective January 1, 2015.1</li><li>2. The student will understand and follow all safety rules when handling firearms.</li><li>3. The student will demonstrate proper use of stance, grip, sight alignment, sight picture, trigger management, and after-action checks while using the Remington 870 pump-action shotgun.</li><li>4. The student will demonstrate proper loading of the Remington 870 pump action shotgun.</li><li>5. The student will demonstrate proper unloading of the Remington 870 pump action shotgun.</li></ol> <p><b>II. PRESENTATION</b></p> <p>A. Four primary safety rules</p> <ol style="list-style-type: none"><li>1. Treat all firearms as if loaded/ know the status of your firearm</li><li>2. Keep your finger off the trigger until you have made the conscious decision to shoot</li><li>3. Keep your firearm pointed in a safe direction predetermined by your environment and situation</li><li>4. Be aware of your surroundings, foreground, target, backstop, and beyond</li></ol> <p>B. Fundamentals of Shotgun Marksmanship</p> <ol style="list-style-type: none"><li>1. Proper Stance</li></ol>	<p><b><i>Instructors will introduce themselves.</i></b></p> <p><b><i>Instructors shall ensure everyone present has signed in and is equipped for training.</i></b></p> <p><b><i>See Learning objectives</i></b></p> <p><b><i>Classroom: Instructors shall cover the safety rules to ensure everyone understands them</i></b></p> <p><b><i>Pistol Range: Instructors will briefly reiterate the</i></b></p>
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<ul style="list-style-type: none"> <li>a. Squared up on target (chest toward target)</li> <li>b. Feet even, spread shoulder width apart</li> <li>c. Feet can be adjusted with a strong foot back dependent on the shooter's natural point of aim and stature of the shooter.</li> <li>d. Bend slightly at the waist to transfer body weight forward</li> <li>e. This stance helps the body to absorb recoil and control muzzle "lift."</li> </ul> <p>2. Proper Grip</p> <ul style="list-style-type: none"> <li>a. Primary hand on the pistol grip,</li> <li>b. Secondary hand on the fore-end</li> </ul> <p>3. Mounting the Shotgun</p> <ul style="list-style-type: none"> <li>a. Stock high on the shoulder in the "Pocket." <ul style="list-style-type: none"> <li>(1) The "pocket" is as close to the center of the chest as possible</li> <li>(2) The "Pocket" is slightly different for each shooter</li> <li>(3) The "Pocket" position is based on the shooter's physical build</li> </ul> </li> <li>b. Shooter's head is slightly forward and down, so the cheek is firm against the stock</li> </ul> <p>4. Proper sight alignment</p> <ul style="list-style-type: none"> <li>a. The shooter should see the front bead sight placed in the groove on top of the receiver.</li> <li>b. Only the bead should be visible through the channel, giving the appearance of the bead resting in the channel.</li> </ul> <p>5. Proper sight picture</p> <ul style="list-style-type: none"> <li>a. Weapon properly mounted to cheek</li> <li>b. Only the front bead is visible in the channel</li> <li>c. Eye focus switches from target to front bead</li> </ul>	<p><b><i>fundamentals.</i></b></p>
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d. Bead aligned with the channel (sight alignment) are placed over the intended area of the target.

6. Trigger Management

a. Apply smooth, steady pressure to the trigger - Proper application of trigger pressure should not disrupt sights.

b. Apply pressure till the break of the shot.

c. Trigger pressure should be released after the shot and reset during cycling the action.

7. Sight alignment

a. The shooter needs to center the front bead in the rear flat notch

b. The bottom of the front sight bead needs to be flush with the top of the rear sight notch

8. Sight picture

a. The alignment of the sights of a firearm with the target as seen by the shooter

9. Proper follow through

a. Recover from recoil and come straight back to the sight picture over the intended target

b. Consider the need for additional force/rounds

10. Cycling the action, also known as running the action

a. This means to bring the fore-end entirely to the rear and then completely forward to the closed position

b. Cycling the action serves two purposes

(1) Charging the first or a new round into the chamber

(2) Ejecting a spent round out of the shotgun

c. Cycling the action or running the action should be done

- (1) In a firm, controlled manner
- (2) While the shotgun is in recoil, if a round was fired
  - (a) It should be complete before the shooter settles back onto the sight picture
- d. Shooter may need to press the action release to unlock the fore-end
  - (1) Action release
    - (a) A small lever on the left front of the trigger guard
    - (b) It needs to be pressed to charge a round into an empty chamber
    - (c) Never press the trigger to unlock the action for the purpose of preparing the shotgun for use
    - (d) The trigger should only be pressed when the decision to shoot has been made

11. Shotgun presentations

- a. Low ready:
  - (1) Stock tucked in the pocket
  - (2) 45-degree angle toward the ground
  - (3) Finger on action release, preparing to chamber a round
- b. Modified High ready:
  - (1) Nearly on sights, scanning for threats
  - (2) Muzzle dipped slightly (approximately 1 inch)
    - (a) Just enough to break the sight picture

<ul style="list-style-type: none"> <li>(3) Proper stance and grip</li> <li>(4) Finger on safety</li> <li>c. Full presentation: <ul style="list-style-type: none"> <li>(1) Proper stance</li> <li>(2) Proper grip</li> <li>(3) Proper sight picture</li> <li>(4) Finger on the safety (assessing "threat"/ prepared to fire if needed)</li> </ul> </li> </ul> <p>12. After Action Checks</p> <ul style="list-style-type: none"> <li>a. Once the shooter has determined the original threat is resolved, they shall check 360-degree situational awareness</li> <li>b. Shooter shall: <ul style="list-style-type: none"> <li>(1) Go to the modified high-ready position</li> <li>(2) Place safety on</li> <li>(3) Lift their head</li> <li>(4) Take a deep breath and scan side to side (left and right) for threats <ul style="list-style-type: none"> <li>(a) Scan with the eyes, and the muzzle remains downrange</li> </ul> </li> <li>(5) Lower the shotgun to the "Sul" position (Muzzle straight down at the ground)</li> <li>(6) The shooter will step to the known, with 1-foot turn 180 degrees, and scan behind them for threats</li> <li>(7) If no threats are found, the shooter will square up to their target</li> </ul> </li> </ul> <p>13. Transitions</p> <ul style="list-style-type: none"> <li>a. "The fastest reload in a gunfight is a second gun," Jim Cerillo, N.Y.P.D. Ret.</li> </ul>	<p><b><i>Instructors will demo the proper loading &amp; unloading of the shotgun.</i></b></p>
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<ul style="list-style-type: none"> <li>b. When the shotgun runs empty or malfunctions, a smooth, automatic transition to another weapon is the quickest way to stay in the fight</li> <li>c. When a shotgun-equipped officer gets a click instead of a bang <ul style="list-style-type: none"> <li>(1) Immediately cycle the action <ul style="list-style-type: none"> <li>(a) A short-cycled shotgun may not have fed the next shell</li> <li>(b) Reacquire sight picture</li> <li>(c) Assess the need to fire; there may no longer be a need for force</li> </ul> </li> <li>(2) If the shooter attempts to fire and receives a second click <ul style="list-style-type: none"> <li>(a) Shotgun is empty</li> <li>(b) Shotgun has malfunctioned</li> </ul> </li> </ul> </li> <li>d. Transition to handgun <ul style="list-style-type: none"> <li>(1) Several options to transition</li> <li>(2) Support hand moves shotgun <ul style="list-style-type: none"> <li>(a) Strong side</li> <li>(b) Support side</li> <li>(c) Muzzle down</li> <li>(d) Muzzle up</li> </ul> </li> <li>(3) Holster hand draws the pistol</li> </ul> </li> </ul> <p>C. Conditions Practice</p> <p>D. Conditions of readiness using SCAM</p> <ul style="list-style-type: none"> <li>1. Condition 4, rendered safe <ul style="list-style-type: none"> <li>a. Safety on</li> <li>b. Chamber empty</li> </ul> </li> </ul>	<p><b><i>Instructors will demonstrate the proper loading &amp; unloading of the shotgun with a round-chambered</i></b></p>
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<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>c. Action open</li> <li>d. Magazine tube empty</li> </ul> </li> <li>2. Condition 3: car carry/car ready <ul style="list-style-type: none"> <li>a. Safety on</li> <li>b. Chamber empty</li> <li>c. Action closed</li> <li>d. Magazine tube loaded</li> </ul> </li> <li>3. Condition 2, low ready, scanning for threats <ul style="list-style-type: none"> <li>a. Safety on</li> <li>b. Chamber loaded</li> <li>c. Action closed</li> <li>d. Magazine tube loaded</li> </ul> </li> <li>4. Condition 1, full presentation on sights, threat identified <ul style="list-style-type: none"> <li>a. Safety off</li> <li>b. Chamber loaded</li> <li>c. Action closed</li> <li>d. Magazine tube loaded</li> </ul> </li> <li>E. Load, unload, conditions <ul style="list-style-type: none"> <li>1. Officers will be given eight rounds of birdshot ammunition <ul style="list-style-type: none"> <li>a. Place in an offside pocket</li> </ul> </li> <li>2. Officers shall be instructed to put eye and ear protection in place before retrieving a shotgun from the rack. <ul style="list-style-type: none"> <li>a. This prevents struggling to position protection while balancing a shotgun</li> </ul> </li> <li>3. With safety gear in place</li> <li>4. Officers shall pick a shotgun up from the rack</li> </ul> </li> </ul>	
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5. Inspect to ensure the shotgun is rendered safe
  - a. Safety on
  - b. Chamber empty
  - c. Action open
  - d. Magazine tube empty
6. Look away to break focal attention
7. Re-inspect
  - a. Safety on
  - b. Chamber empty
  - c. Action open
  - d. Magazine tube empty
8. Proceed to the designated distance line
  - a. Carrying the shotgun straight up and down in front of them, muzzle higher than their head
9. Once on the line, Officers shall not leave the line and shall remain at port arms until instructed otherwise
10. When instructed, Officers shall:
  - a. Position the shotgun at the low, ready, 45-degree down angle
  - b. Watch the ejection port while closing the action to ensure no round is being chambered
11. Load the number of rounds specified
  - a. Instructors may choose to have students load two or four rounds
12. Position Officers at the low ready, proper stance, shotgun in the pocket, finger on the action release
13. On command, Officers shall:
  - a. Chamber a round

- b. Take the safety off
  - c. Obtain a sight picture on the target directly in front of them
  - d. Stand by for further instructions
14. Once everyone has a round in the chamber and is aligned on their targets
- a. Dip their muzzle
  - b. Place safety on
  - c. Scan left and right
  - d. Go to position sul
    - (1) Check that their muzzle is pointed straight at the ground between their feet.
  - e. Check their six
    - (1) Once satisfied, their six are safe
  - f. Square up with their target downrange
  - g. Await further instructions
15. Officers shall safely unload their guns to either car carry or empty at the Instructor's discretion.
16. Officers should load and unload their shotguns several times from different readiness conditions to ensure complete familiarity with the procedures.
17. Procedure for removing a shell from the chamber
- a. Ensure safety is on
  - b. Point in a safe direction
  - c. Wrap the fingers of the strong hand around the trigger guard, protecting the trigger.
  - d. Use action release to open action approximately halfway
  - e. Remove support hand from fore-end
  - f. Come up from underneath the receiver

- g. Use support hand thumb to re-seat next round in mag-tube,
- h. Hearing and feeling a click when the round is pushed in front of the shell catch
- i. Return support hand to fore-end
- j. Slowly open action completely

(1) Right-handed shooters

- (a) Use the last three fingers of the support hand to catch the shell being ejected.

(2) Left-handed shooters

- (a) Use the heel of the support hand to catch the shell or block it from being ejected, causing it to fall back inside the receiver. Then, roll the gun on its right side to empty the shell into the support hand.

- k. Once the shell is out of the chamber
- l. Officers shall inspect through the ejection port to ensure no round is on the carrier or remaining in the chamber.
- m. If there is a shell inside the receiver
  - (1) Roll the gun onto its right side, making the ejection port the lowest point on the gun.
  - (2) Dump the shell into their support hand
- n. If there is a shell stuck in the chamber
  - (1) Action may be closed so that the extractor can try again to remove the shell.
  - (2) Attempt to use a fingernail or similar to pry the shell loose

- o. Occasionally, a shell may stick in the chamber while hot and become loose as it cools, allowing extraction
- p. If still unsuccessful, seek help from an Ordnance Unit member

18. The Instructor chooses the next step

- a. Action may be closed
  - (1) Watching the ejection port to make sure no round gets chambered
- b. Shell removed from the chamber may be loaded into the mag-tube
- c. Or, the remaining shells may be removed from the mag-tube
  - (1) Using right side shell catch, pinch shells out one at a time and place them in a pocket

19. Loading/unloading drills may continue until the Instructor is satisfied

F. Inspect a rendered safe weapon

- 1. Check to ensure the chamber is EMPTY
- 2. Check to ensure the magazine tube is EMPTY
- 3. Check to ensure safety is ON
- 4. Look away to break focal attention

G. Re-inspect

- 1. Check to ensure the chamber is EMPTY
- 2. Check to ensure the magazine tube is EMPTY
- 3. Check to ensure safety is ON

**III. OPOTA State Requalification Test**

- A. Each shooter will be equipped with a Remington 870 shotgun and eight rounds of duty ammunition.
- B. Scoring

***Instructor shall have an actual OPOTA RQT2 target & show the***

<ol style="list-style-type: none"> <li>1. Each student will qualify using the OPOTA RQT2 target</li> <li>2. The RQT2 target is a silhouette humanoid target with three scoring areas</li> <li>3. Preferred area       <ol style="list-style-type: none"> <li>a. The light gray inner outlined area within the silhouette from head to hips</li> <li>b. Each hit is worth one point</li> </ol> </li> <li>4. Non-Preferred area       <ol style="list-style-type: none"> <li>a. Dark gray between the outline of silhouette humanoid shape and preferred area non-scoring area</li> <li>b. Each hit is scored as a zero.</li> <li>c. If the shooter hits the line between the preferred and non-preferred area, the Instructor will try to determine where the majority (minimum 5) of the pellets hit</li> <li>d. If the Instructor can't determine individual pellets, the benefit of the doubt will go to the shooter</li> </ol> </li> <li>5. Hits in the white cardboard outside of the non-preferred area are counted as minuses.</li> <li>6. Shooters must score 6 points 100%       <ol style="list-style-type: none"> <li>a. A shooter can lose points for:           <ol style="list-style-type: none"> <li>(1) Failing to hit the preferred area (zero (0) point for each round fired)</li> <li>(2) Failing to fire rounds within the allotted time limits (zero) (0) point for each round not fired</li> <li>(3) Firing additional rounds (-1 point for each additional round fired)</li> <li>(4) Firing rounds over the allotted time limit (-1 point for each additional round fired)</li> </ol> </li> </ol> </li> </ol>	<p><b>scoring areas.</b></p>
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**IV. O.P.O.T.A. Shotgun Requalification Test**

**A. Stage 1**

1. 10-foot line
2. 4 seconds
3. Two rounds
4. Shotgun in condition 3
5. Shotgun in low ready position
6. On command or turning off the target, the shooter shall:
  - a. Cycle action to load a shell into the chamber
  - b. Properly mount shotgun
  - c. Obtain proper sight alignment and sight picture
  - d. Place safety in the off-position
  - e. Fire 1 round into the preferred area of the target
  - f. Cycle action ejecting spent shell and chambering a second shell
  - g. Re-obtain proper sight alignment and sight picture
  - h. Fire a second round into the preferred area of the target
  - i. Cycle action ejecting spent shell and chambering the third shell
  - j. Re-obtain proper sight alignment, sight picture, and cover the target
7. On command correctly complete after action checks

**B. Stage 2**

1. 20-foot line

***Pistol Range  
S.P.O. #1 Test  
An instructor will  
demonstrate the  
stages of the  
course of fire***

2. 3 seconds
3. Two rounds
4. Shotgun in condition 2
5. Shotgun in modified high-ready position
6. On command or turning of targets, the shooter shall:
  - a. Obtain proper sight alignment and sight picture
  - b. Place safety off
  - c. Fire 1 round into the preferred area of the target
  - d. Cycle action ejecting spent shell and chambering next shell
  - e. Re-obtain appropriate sight alignment and sight picture
  - f. Fire a second round into the preferred area of the target
  - g. Realizing the shotgun is empty, pull action to the rear and leave it open
  - h. Combat load one shell into the ejection port and close action
  - i. Tactical load three additional shells into the magazine tube
  - j. Re-obtain proper sight alignment, sight picture, and cover target
7. On command properly complete after action checks

***Ensure all shooters properly reload their weapons.***

C. Stage 3

1. 30-foot line
2. 3 seconds
3. Two rounds
4. Shotgun in condition 2

<ol style="list-style-type: none"> <li>5. Shotgun in the modified high-ready position</li> <li>6. On command or turning of targets, the shooter shall: <ol style="list-style-type: none"> <li>a. Obtain a proper sight alignment and sight picture</li> <li>b. Place the safety in the off position</li> <li>c. Fire 1 round into the preferred area of the target</li> <li>d. Cycle action ejecting spent shell and chambering a second shell</li> <li>e. Re-obtain proper sight alignment and sight picture</li> <li>f. Fire a second round into the preferred area of the target</li> <li>g. Cycle action ejecting spent shell and chambering the third shell</li> <li>h. Re-obtain proper sight alignment and sight picture and cover target</li> </ol> </li> <li>7. On command properly complete after action checks</li> <li>8. On command, properly unload the remaining shells from the shotgun</li> </ol> <p><b>V. O.P.O.T.A. Shotgun Requalification Re-Test (if required)</b></p> <p>A. Stage 1</p> <ol style="list-style-type: none"> <li>1. 10-foot line</li> <li>2. 4 seconds</li> <li>3. Two rounds</li> <li>4. Shotgun in condition 3</li> <li>5. Shotgun in low ready position</li> <li>6. On command or turning off the target, the shooter shall:</li> </ol>	<p><b><i>Upon completion, instructors will ensure all weapons have been unloaded &amp; rendered safe, mark &amp; score all targets</i></b></p> <p><b><i>Students who fail will remain on the range &amp; given a 2<sup>nd</sup> opportunity to qualify.</i></b></p> <p><b><i>All others will be given a short break.</i></b></p>
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<ul style="list-style-type: none"> <li>a. Cycle action to load a shell into the chamber</li> <li>b. Properly mount shotgun</li> <li>c. Obtain proper sight alignment and sight picture</li> <li>d. Place safety in the off-position</li> <li>e. Fire 1 round into the preferred area of the target</li> <li>f. Cycle action ejecting spent shell and chambering a second shell</li> <li>g. Re-obtain proper sight alignment and sight picture</li> <li>h. Fire a second round into the preferred area of the target</li> <li>i. Cycle action ejecting spent shell and chambering the third shell</li> <li>j. Re-obtain proper sight alignment, sight picture, and cover the target</li> </ul> <p>7. On command properly complete after action checks</p> <p><b>B. Stage 2</b></p> <ul style="list-style-type: none"> <li>1. 20-foot line</li> <li>2. 3 seconds</li> <li>3. Two rounds</li> <li>4. Shotgun in condition 2</li> <li>5. Shotgun in modified high-ready position</li> <li>6. On command or turning of targets, the shooter shall: <ul style="list-style-type: none"> <li>a. Obtain proper sight alignment and sight picture</li> <li>b. Place safety off</li> <li>c. Fire 1 round into the preferred area of the</li> </ul> </li> </ul>	
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<p>target</p> <ul style="list-style-type: none"> <li>d. Cycle action ejecting spent shell and chambering next shell</li> <li>e. Re-obtain appropriate sight alignment and sight picture</li> <li>f. Fire a second round into the preferred area of the target</li> <li>g. Realizing the shotgun is empty, pull action to the rear and leave it open</li> <li>h. Combat load one shell into the ejection port and close action</li> <li>i. Tactical load three additional shells into the magazine tube</li> <li>j. Re-obtain proper sight alignment, sight picture, and cover target</li> </ul> <p>7. On command properly complete after action checks</p> <p>C. Stage 3</p> <ul style="list-style-type: none"> <li>1. 30-foot line</li> <li>2. 3 seconds</li> <li>3. Two rounds</li> <li>4. Shotgun in condition 2</li> <li>5. Shotgun in the modified high-ready position</li> <li>6. On command or turning of targets, the shooter shall: <ul style="list-style-type: none"> <li>a. Obtain a proper sight alignment and sight picture</li> <li>b. Place the safety in the off position</li> <li>c. Fire 1 round into the preferred area of the target</li> <li>d. Cycle action ejecting spent shell and chambering a second shell</li> <li>e. Re-obtain proper sight alignment and sight</li> </ul> </li> </ul>	
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<p>picture</p> <ol style="list-style-type: none"> <li>f. Fire a second round into the preferred area of the target</li> <li>g. Cycle action ejecting spent shell and chambering the third shell</li> <li>h. Re-obtain proper sight alignment and sight picture and cover target</li> </ol> <ol style="list-style-type: none"> <li>7. On command properly complete after action checks</li> <li>8. On command, properly unload the remaining shells from the shotgun</li> </ol>	<p><b><i>Upon completion, instructors will ensure all weapons have been unloaded &amp; rendered safe, mark &amp; score all targets. Any student who fails their 2<sup>nd</sup> attempt to qualify will be held over at the end of the day &amp; provided remedial training &amp; additional test attempts.</i></b></p>
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## CONCLUSION

- A. Summarize the course
- B. Answer questions
- C. Dismiss the class



# CEW (Taser 7) CPT 2025 Cleveland Division of Police



<b>Course Date:</b>	2025 CPT
<b>Current Revision Date:</b>	October 1, 2024
<b>Course Hours:</b>	3 Hours
<b>Primary Audience:</b>	All sworn members
<b>Module Goal:</b>	To provide practical training to reasonably, safely and effectively operate the TASER 7 Conducted Energy Weapon (CEW) within Divisional Policy.

## References

Axon Taser instructor materials, website, and guidelines

Cleveland Division of Police General Police Order 2.01.02 Use of Force – De-escalation

Cleveland Division of Police General Police Order 2.01.04 Use of Force – Intermediate Weapons

Cleveland Division of Police General Police Order 2.01.05 Use of Force – Reporting

## COURSE MATERIALS

### TEACHING AIDS

Erasable Board/Markers

Easel/Notepads

Lectern/Table

Other - \_\_\_\_\_

Student Handouts

### INSTRUCTIONAL TECHNIQUES

Lecture

Group Discussion

Demonstration

Practical Skills

Individual Exercise

Hands-on Techniques

Problem Solving

## **LEARNING OBJECTIVES**

At the end of this topic, the student will be able to:

1. Demonstrate how to load the CEW
2. Demonstrate how to draw the CEW
3. Demonstrate how to arm the CEW
4. Demonstrate how to arc the CEW
5. Demonstrate how to aim the CEW
6. Demonstrate how to fire the CEW
7. Demonstrate how to reload the CEW
8. Demonstrate how to function test the CEW
9. Demonstrate proper contact and cover techniques
10. Demonstrate the proper use of the CEW during practical skills

## **Safety Protocol**

**Instructor notes:**

1. The instructor shall ensure proper signage is posted at the entrance and exit points of the scenario indicating "police training, do not enter"
2. The safety protocol will be a three-tiered check
  - a. Students will ensure they do not have live weapons (check one)
  - b. Students will ensure other students do not have any live weapons (check two)
  - c. The instructor will ensure all students do not have live weapons on them (check three)

**Instructor says:**

1. All students are considered safety officers, and everyone is responsible for the safety of the scenario. If you see something dangerous, stop the scenario by informing any instructor/safety officer
2. There will be no physical touching of the role players other than what is immediately necessary for the scenario
3. Scenarios end or are stopped by the whistle, or the instructor/student gives the command of "STOP"

## **I. PREPARATION**

### **I Instructor Requirements**

- A. One Lead Instructor
- B. Two assisting instructors to monitor drills and serve as safety officer

### **II Site Description**

- A. Gym-mat room area

### **III Set-Up**

- A. Students will be provided guidance to complete recertification and conduct drills as directed in the lesson plan
- B. Students which fail recertification or demonstration improper techniques/application, will be immediately remediated

### **IV Equipment**

- A. Blue training handguns
- B. CEWs with inert training cartridges

## I. Lesson Plan

### I Introduction

#### A. Lead Instructor Welcome

1. Welcome everyone
2. Introduce yourself and provide your background
3. Ensure all students have signed in
4. Conduct a thorough safety briefing

#### B. Course Goals

1. To refresh and reinforce skills learned in previous Taser 7 training
2. To complete the annual Taser 7 recertification
3. Successfully improve students' functional and practical skills, specifically aiming and deploying at a moving target
4. Students successfully demonstrate proper contact and cover technique
5. To demonstrate CEW application in accordance with CDP policy

### II CEW Annual Recertification

#### A. Deploy live TASER Cartridges

1. Students will deploy cartridges following Axon's annual recertification form found on Axon.com and ensure it is the most updated
2. Students arrive with issued (4) live cartridges
3. Students will demonstrate safe handling, loading and unloading, proper finger positioning, and aiming/deploying at the preferred target area
4. Students will perform a proper de-escalation warning ARC
  - a. Students that inadvertently deploy their TASER will be immediately remediated
5. Students will utilize the ARC switch to reenergize deployed probes
6. MANDATORY: Students will deploy a minimum of two (2) Live or HALT cartridges per angle, placing both probes in preferred

*ALL objectives for this course are demonstrative*

*Instructor will evaluate each student during the course*

*Instructor will conduct safety inspection*

*NO live firearms in the training area*

target zones

### III CEW Drills

#### A. Loading Inert Training Cartridges- The officers will:

1. Remove inert training cartridges from the case
2. Verify they are inert training cartridges
3. Place two inert training cartridges in the cartridge bay of the CEW
4. Place two inert training cartridges in the cartridge carrier
5. Insert CEW into the holster

#### B. Drawing/re-holstering the CEW from the holster

1. Line the students up across from each other
2. Have students practice the holster release button and remove the CEW from the holster
3. Have the students assume the Sul position
4. Have the students visually scan the area to the left, front, and right of them. Once completed
5. Have the students step forward into the known area and turn backward to check the area behind them, aka “check their six,” and then turn back forward
6. Once they are comfortable, re-holster the CEW

#### C. Arming the CEW

1. After correctly drawing the CEW
2. Use the thumb from the Sul position to move the safety switch up to arm the CEW
3. After arming the CEW, the student will use their thumb to move the safety switch down to disarm the CEW
4. Have the students visually scan the area to the left, front, and right of them. Once completed
5. Have the students “check their six”
6. Once they are comfortable, re-holster the CEW

*The drills shall be repeated as needed. These are refresher exercises, look for any issues within the class.*

*The instructor will explain, demonstrate and observe the students' loading cartridges.*

*Emphasis NOT to block the CEW nose with fingers to avoid drive stunning themselves*

*The instructor will explain, demonstrate and observe the students drawing/re-holstering the CEW.*

*Repeat the drawing steps and add the Arming steps to them.*

*The instructor will explain, demonstrate and observe the students arming the CEW.*

<p>7. Once complete – have the student draw the CEW straight from the holster and arm it while watching the target (simulated threat)</p> <p>8. Have the student visually scan the area to the left, front, and right of them. Once completed</p> <p>9. Have student “check their six”</p> <p>10. Once they are comfortable, re-holster the CEW</p> <p>Once they are comfortable, re-holster the CEW</p> <p>D. Arcing the CEW</p> <ol style="list-style-type: none"> <li>1. After correctly drawing and arming the CEW</li> <li>2. Use a “C” grip to press an arc switch on either side of the CEW</li> <li>3. Use verbal commands while arcing the CEW to demonstrate de-escalation</li> <li>4. Have the students visually scan the area to the left, front, and right of them. Once completed</li> <li>5. Have the students check “check their six”</li> </ol> <p>Once they are comfortable, re-holster the CEW</p> <p>E. Aiming the CEW</p> <ol style="list-style-type: none"> <li>1. Front Shot - Aim the laser at the navel area</li> <li>2. Cant (angle) the CEW so the probes will split the belt line and is on the thigh of the subject</li> <li>3. Back Shot - Aim the laser at the low back area</li> <li>4. Cant (angle) the CEW so the probes will split the belt line and is on the thigh of the subject</li> <li>5. Use two hands if safe and able</li> <li>6. Give a verbal warning (Taser, Taser, Taser) (GPO2.01.04) if safe and able to dry (Inert) fire the CEW</li> </ol> <p>F. Firing the CEW</p> <ol style="list-style-type: none"> <li>1. Instructor shall emphasize that the CEW is a shooting weapon and all standard shooting procedures should be followed, including backstop and beyond, sight alignment, and trigger squeeze training</li> <li>2. Pull the trigger (using inert training cartridges) to deploy the CEW</li> </ol>	<p><i>Repeat the drawing &amp; arming steps and add the Arcing technique.</i></p> <p><i>The instructor will explain, demonstrate and observe students using the Arcing technique.</i></p> <p><i>Repeat the drawing and arming steps and add the Aiming steps to them.</i></p> <p><i>The instructor will explain, demonstrate and observe the students Aiming the CEW.</i></p> <p><i>Repeat the drawing, arming, and aiming steps and add the Firing steps</i></p> <p><i>The instructor will</i></p>
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<ol style="list-style-type: none"> <li>3. Reassess the situation</li> <li>4. A good hit with compliance (5-second burst)</li> <li>5. Miss (deploy second inert training cartridge if original PC still exists)</li> <li>6. Hit without compliance (deploy the second cartridge)</li> <li>7. Transitioning to an alternative weapon if the situation warrants</li> <li>8. Transitioning from the CEW to a firearm or an alternative intermediate weapon will be done</li> <li>9. Repeat two times</li> </ol> <p>G. Reloading the CEW</p> <ol style="list-style-type: none"> <li>1. Fire the cartridges (using inert cartridges) from both bays 1 and 2</li> <li>2. Take a flanking step</li> <li>3. Remove the spent cartridges from the cartridge bay</li> <li>4. Take a pair of fresh cartridges from the spare cartridge carrier</li> <li>5. Reload into the cartridge bay of the CEW</li> <li>6. Get back on target</li> <li>7. Reassess the situation</li> </ol> <p>H. Function test</p> <ol style="list-style-type: none"> <li>1. Draw to Sul</li> <li>2. CEW is off</li> <li>3. C clamp the CEW pressing both ARC switches</li> <li>4. Arm the CEW</li> <li>5. Press one ARC switch</li> <li>6. CEW will cycle for 5 seconds</li> </ol> <p><b>IV Live Drills</b></p> <p><b>Instructor Notes:</b></p>	<p><i>explain, demonstrate and observe the students Firing the CEW.</i></p> <p><i>Repeat the above steps and add reloading steps to them</i></p> <p><i>The instructor will explain, demonstrate and observe the students Reloading the CEW.</i></p> <p><i>Instructors will place CEW targets or what is available to them on the floor to be used as</i></p>
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<ul style="list-style-type: none"> <li>A. Ensure area is set up and purged of all live weapons</li> <li>B. Students will be told to acquire a live target using proper contact and cover techniques while controlling the center line</li> <li>C. Students will enter the Gyms mat room in groups of two</li> <li>D. Student's will be told to acquire a live target (instructor in CEW suit)</li> <li>E. Students will be told to use proper contact and cover techniques while acquiring the moving target. The target will move laterally and towards the student. This will force the students to move</li> <li>F. Students will use any available cover that is given to them while making contact with the live target</li> <li>G. Students will maintain a proper reactionary gap dependent on environment and their skill level</li> <li>H. Instructor will give the command of "threat" and the student will deploy the CEW</li> <li>I. Students will demonstrate proper deployment of the CEW on the live target by controlling the targets center line</li> <li>J. If the student misses and the deployment is ineffective, they will assess and determine if another deployment is necessary</li> <li>K. The contact student will become the cover student for the next drill and continue through. This allows everyone a chance to be contact student and cover student</li> <li>L. <i>Have students perform drills</i></li> </ul> <p><b>V Desired outcome</b></p> <ul style="list-style-type: none"> <li>A. Students will demonstrate proper contact and cover techniques</li> <li>B. Students will control the subjects center line</li> <li>C. Students will use cover/concealment when available</li> <li>D. Students will demonstrate proper target acquisition</li> <li>E. Students will "laser paint" the target or aim using the red and green laser on the CEW</li> </ul>	<p><i>an obstacle/concealment.</i></p>
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## II. CONCLUSION

### I Debrief

- A. Ensure the student(s) understands the reasons for the desired outcome. Provide them with the policy for review if necessary.
  - 1. Review any issues with students and ensure they understand why the action is an issue.
  - 2. Review learning objectives
  - 3. Review key points that achieved the performance objectives
  - 4. Solicit feedback

Allow the student to talk through any issues and correct them on their own by asking, “How do you think you did?” and “Is there anything you would change or do better?”

**Remember that after a high stress incident, it is the instructor’s responsibility to help the student reduce their stress and anxiety level and bring them down to a level of normalcy before any constructive debriefing can occur.**



# Facilitator Guide



**ABLE**  
Active Bystandership  
for Law Enforcement



# ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT™

**2024 Reinforcement Module:  
An Update on the Science**

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# Active Bystandership for Law Enforcement™

## An Update on the Science

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# Active Bystandership for Law Enforcement™

## An Update on the Science

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# Facilitator Notes

## Preparing to Teach

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### Course Description

"ABLE: an update on the science" is a 2-hour module within the "Active Bystandership for Law Enforcement" (ABLE) program. It aims to strengthen the skills and strategies of active bystandership based on current and emerging research. This module is intended to be delivered by one or two certified ABLE instructors. While the optimal class size is 25 to 30 participants, flexibility is allowed for this reinforcement module. It can be conducted in-person or virtually for added convenience.

### Facilitator Preparation

- Before the class, ensure you are well-acquainted with this Facilitator Guide.
- Check activity instructions and debriefing points to guarantee smooth running and optimal outcomes.
- Be able to provide clear explanations for all the studies covered in this curriculum. Extra details are provided in the guide for additional context.

### Module Materials Checklist

- PowerPoint file containing the slides for this class
- Watch or clock to keep track of timeframes
- Flipchart(s), stand(s) and easel paper (for in-person training)
- Laptop computer and projector to project slides
- Extra paper and pencils for participants to take notes

### Discussion Indicators

Table Team Activity

Large Group Discussion

Large Group Activity

On the slides there are four possible prompts located in the bottom left corner. One is "table team activity" which indicates a table team activity for in-class facilitation or breakout room activity if teaching virtually. Another is "large group discussion" which indicates a facilitated discussion with the whole class. A third prompt is "large group activity," which is used for role plays. Each role play is followed by a large group debrief discussion. For slides that don't indicate any of these prompts, you should not spend time on discussion (unless questions are raised by participants).

# Facilitator Notes

## Preparing to Teach, continued

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### Delivery Time Estimates

Delivery times may differ based on the number of participants in each class and the level of interaction. If one section runs over the allocated time, make adjustments in following sections to cover all areas and end the class on schedule.

Topic	Estimated time
Welcome, review, and an ABLÉ intervention (slides 1-10)	20 minutes
Research review, update, and tactics for intervention: Notice + Decide	35 minutes
Research review, update, and tactics for intervention: Decide + Act	35 minutes
Role plays and class close-out	30 minutes
<b>Total Session Time</b>	<b>2 hours</b>

# An Update on the Science

## Welcome, review, and an ABLE intervention

(20 minutes)

---

**Purpose** To welcome participants to the *Active Bystandership for Law Enforcement: An Update on the Science* module, to review key ABLE content, and to discuss an intervention scenario.

**Section Objectives**

1. Explain the Update on the Science module.
2. Recall key content from the ABLE class.
3. Review and reflect on an example of an intervention.
4. Identify specific tactics to improve the efficacy of interventions, aligned with ABLE's Notice - Decide - Act model.
5. Understand how these tactics apply to, and can be used in, an officer's day-to-day work.

# An Update on the Science

## Welcome, review, and an ABLE intervention, continued

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### #1: Cover slide



Introduce yourself here. Emphasize the following: ABLE is a permanent part of our agency's culture. Our chief [or other leader] is committed to offering this yearly refresher training to help us all keep our intervention skills sharp.

*If you have an anecdote about the importance of ABLE, or about your own experience giving and/or receiving an intervention, this would be an excellent place to share it.*

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### #2: What is ABLE about?



ABLE is about both building our individual skills in intervening when needed, and creating and maintaining an agency culture where giving—and accepting—interventions is expected of us all.

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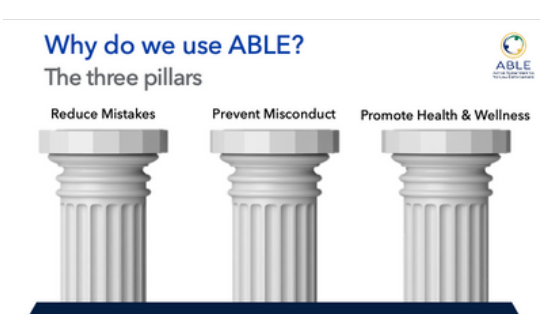
### #3: When do we use ABLE?



The earlier we can step in to stop a harmful situation from continuing, the less harm is likely to be caused. The longer we wait, the harder it will be and the more harm will happen in the meantime. This is true across a variety of situations that may require intervention.

---

### #4: Why do we use ABLE? The three pillars



These are the three pillars of ABLE, and they get to ABLE's heart: preventing harm to us and to the communities we serve.

# An Update on the Science

## Welcome, review, and an ABLE intervention, continued

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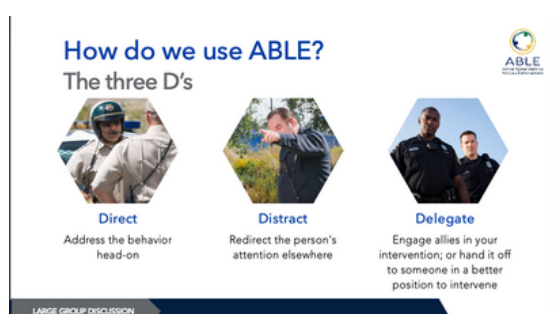
#5: How do we use ABLE? Steps of an effective intervention

We must Notice there is a problem, Decide that action is required and that we will be the ones to act, and then Act to prevent or stop harm.



#6: How do we use ABLE? The 3 D's

*At your first click, only "Direct | Distract | Delegate" will come up, without the explanatory text/descriptions.*



*Before revealing the description, of Direct, ask your class: What might a direct intervention look like? Goal answers include: a hand on the shoulder, telling someone to stop what they're doing, using an agency code word like "ABLE," etc. Then reveal the description for Direct (one click only).*

*Then, ask the class: What might a distraction look like? Goal answers include: ask the person to handle some paperwork, tell the person sarge needs them, ask them to get something out of the car, etc. Then reveal the description for Distract.*

*At this point, click again to bring up the description for Delegate. Share with the class: Delegating an intervention might look like asking someone to join you in approaching another officer who needs an intervention, e.g. "I'll take over with the subject; you tell Jones that Sarge is asking for him." Or it could be that you've noticed potential signs of PTSD in a colleague but don't feel you know them well enough to talk to them, so you ask someone they're close to if they've noticed anything and ask if they will have a conversation with the person to make sure they have the support they need.*

*[The reason we don't ask the class for examples of Delegate is that these tend to be more complex situations, so it's hard to think up examples without being grounded in a real-life scenario.]*

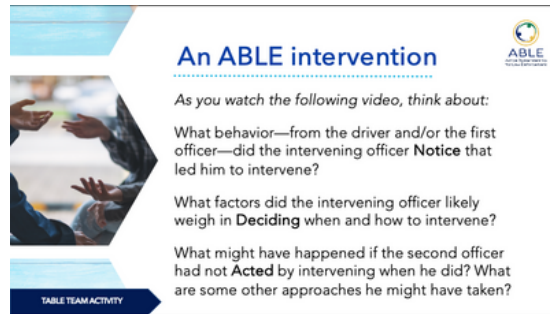
*After revealing descriptions: We can use any or all of these strategies in a particular situation, depending on what makes the most sense for the particular context and individuals involved.*

# An Update on the Science

## Welcome, review, and an ABLE intervention, continued

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### #7: An ABLE intervention (video set-up)



Let's take a look at a scenario recorded by the team at the Northern Virginia Criminal Justice Training Academy, based on a situation some of their officers have encountered. As you watch the video, be on the lookout for the behavior that prompted an intervention. Think about what barriers to intervention might have been at play, and what might have happened if the situation had continued without intervention. We'll discuss these questions in small groups after we watch the video.

### #8: An ABLE intervention (video)

An ABLE intervention



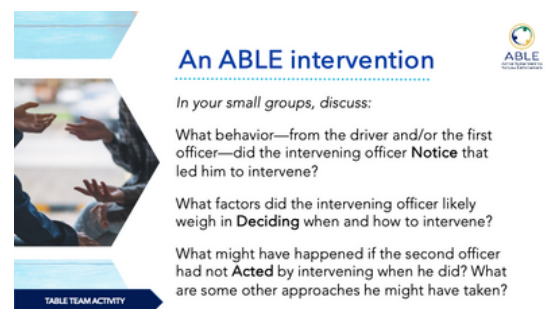
*Play the video, then click through to the next slide for the table team activity.*

# An Update on the Science

## Welcome, review, and an ABLE intervention, continued

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#9: An ABLE intervention: table team activity



Break the class into three small groups, and give each of them one of the questions to discuss. (If your class is very large, you can break them into six small groups and give two groups each of the three questions.) Prompt them to be specific in describing the behaviors they Noticed, the factors they think were at play in the cover officer's Deciding to intervene, and the other approaches they might take to the intervention.

Give people ~4 minutes in their small groups, and then ask each group to share out answers. Allot 5-6 minutes for the share-out.

Goal responses:

- Question 1: What did the intervening officer Notice?
  - Driver was non-compliant and argumentative from the start
  - Contact officer started out by dismissing the driver's response ("It doesn't matter what you think")
  - Contact officer's tone of voice got more and more agitated
  - Contact officer struck the rear driver-side window with the palm of his hand - this is when the cover officer came around the vehicle to intervene
  - Contact officer pulled on driver's door handle and reached his arm through the open window to unlock the door [this could be a violation of search and seizure protocol, depending on your policies]
- Question 2: How did the officer Decide to intervene?
  - #1 concern: safety [There may be questions about the intervening officer's approach - we'll discuss alternate options in the Act section]
  - Relative rank and experience, other social dynamics
  - Assessment of how likely it was his intervention would be accepted
- Question 3: What might have happened if the intervening officer hadn't Acted? How could he have Acted differently?
  - Escalation, possibly leading to an avoidable use of force
  - Driver may have submitted a complaint accusing the contact officer of unprofessional or rude conduct
  - Other possible approaches: remaining in position but indicating (verbally or with gestures) that the contact officer should try to de-escalate the driver; calling the cover officer to have a quick chat back by their patrol vehicle; or using an agency code word to let the cover officer know it was time to switch roles

# An Update on the Science

## Welcome, review, and an ABLE intervention, continued

---

#9: An ABLE intervention: table team activity (cont'd.)

*After share-out:* This was a preventative intervention; it looked like the situation could have escalated quickly given how high tempers were. Sometimes, when a subject has a difficult interaction with an officer, tension can be diffused just by swapping roles, as we saw here. Sometimes, it won't be that simple to resolve. And sometimes, a colleague may not be so quick to accept an intervention. We'll talk about complicating factors that may affect our decisions to intervene, and our approaches to those interventions, throughout today's class.

#10: Goals for this refresher



Intervening is a skill. Like any skill, it requires practice to stay sharp.

New research has confirmed and deepened our understanding of how active bystandership works.

Lessons from this research can help us intervene more effectively.

# An Update on the Science

## Research review, update, and tactics for intervention: Notice + Decide

(35 minutes)

---

**Purpose** To review the social science behind ABLE, understand new research on active bystandership and human behavior, and how to apply what we know to intervention tactics.

**Section Objectives**

1. Understand the social science that ABLE is built on
2. Apply the science of intervention to policing
3. Identify tactics that can help make intervention successful when noticing and deciding to intervene

# An Update on the Science

## Notice + Decide, continued

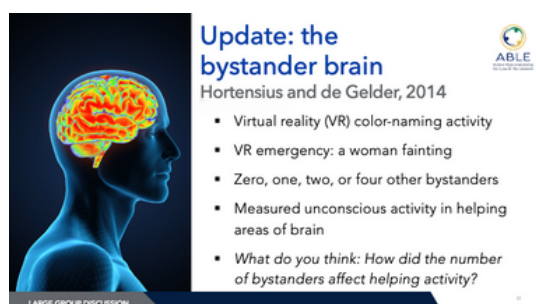
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### #11: Review: bystander effect



In the core curriculum, we discussed Darley and Latané’s study on the bystander effect. We don’t need to get into all the details here, but briefly, in this study, participants heard someone else having a (staged) seizure. Participants were much more likely to help when they thought they were the only one who could hear the seizure vs. when they thought other people could hear it, too. The more bystanders the participants thought there were, the less likely participants were to help—this is called the bystander effect.

### #12: Update: the bystander brain



In 2014, researchers Ruud Hortensius and Beatrice de Gelder designed an experiment to see what happens in the human brain when we witness an emergency. They placed study participants in an fMRI machine, which measures electrical activity in different areas of the brain. They asked participants to work through a color naming activity, and then they introduced an emergency in the VR headset: an elderly woman fainting and falling to the floor.

Participants had been placed into four different groups:

- in one, the participant could see no other bystanders;
- in another, the participant saw one other bystander walking by;
- in another, the participant saw two other bystanders; and
- in the last group, the participant saw four other bystanders.

The researchers were looking not at the subject’s physical reactions—i.e. did they help or not; but at their brain processes—i.e. how did their brain immediately react to a person clearly in need of help.

What do you think: how did the number of bystanders influence the brain’s automatic helping activity?

*Note that this should be a very quick large group discussion. You are just looking for someone to suggest that, as we just learned, social science has shown that more bystanders means a lower likelihood of helping. Now we’re seeing how this is backed up by brain science.*

# An Update on the Science

## Notice + Decide, continued

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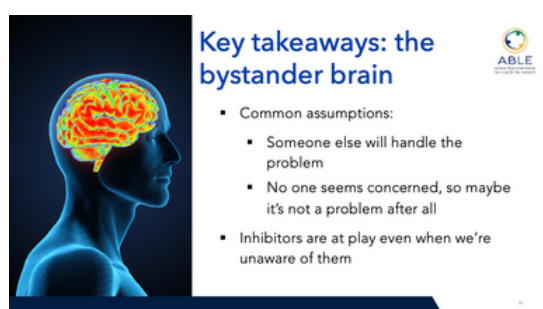
### #13: Results: the bystander brain



The researchers found that every time a person witnessed the emergency, the areas of their brains related to vision and attention showed an increase in activity. This means participants' brains were focused on the emergency situation.

When the participant was alone, their brain also showed high levels of activity in the area that is important for preparing to act. As the number of bystanders increased, activity in this area decreased. So, when participants were the only ones who could see the emergency, their brain automatically prepared them to act in response. But as the number of bystanders increased, this automatic response decreased. This means participants' brains were less ready to help when more bystanders were present.

### #14: Key takeaways: the bystander brain



Darley and Latané, who did the original work on the bystander effect, concluded that the effect is driven in part by two factors:

First is diffusion of responsibility, where we recognize that there is a problem but assume someone else will handle it. We can see this when there are multiple people on a scene, especially when there are people with higher rank or more experience than we have.

Second is pluralistic ignorance, where we believe there is a problem but see that no one else seems concerned. This leads us to start questioning whether there really is a problem. To prevent potential embarrassment, we match our expressions to those of others around us—so if they don't look concerned, we don't look concerned. This can be self-reinforcing when people notice a problem but are trying to keep their expression neutral, which means others who look at them don't think they seem concerned, and in turn, try to keep their own expression neutral.

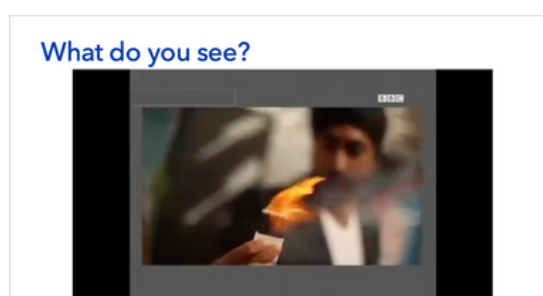
Hortensius and de Gelder's recent study showed that, in addition to these conscious inhibitors that we may be thinking through, we also experience unconscious, biological inhibitors that can be observed and measured in the brain. These inhibitors are difficult to overcome, but reminding ourselves that they are always at play, and taking active steps to counteract them, can help us make sure we consistently intervene when needed.

# An Update on the Science

## Notice + Decide, continued

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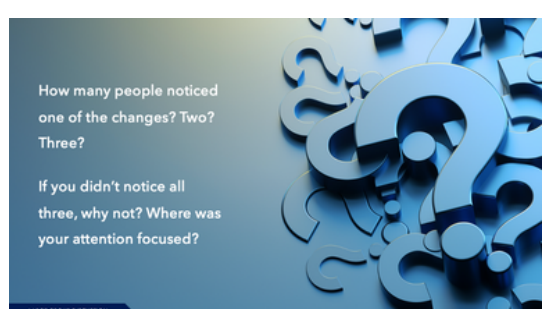
#15: What do you see? (video)



Before we dive into the next experiment, we're going to watch a video, and I'd like you to pay close attention to what you see.

*After showing the video, go to the next slide for discussion questions.*

#16: Video  
debrief questions



*Take a poll: ask your class to raise their hands if they noticed only one of the changes, then to raise their hands if they noticed two of the changes, then to raise their hands if they noticed all three changes.*

*Ask a few people who didn't notice all three changes why not. You may receive answers like: I was paying attention to the magic trick to try to figure out how it's done, I was scanning the background for surprises, I was focused on people's hands, etc.*

#17: Review:  
under pressure



In Darley and Batson's 1973 study, their subjects were seminary students—young men in training to become priests. Like law enforcement officers, clergy members are expected to offer help when it is needed. But researchers found that people were much less likely to offer this help when they were in a hurry or were very focused on the task they were assigned to complete. Many participants, when asked why they didn't stop to help the man, said that they hadn't even seen them there - they were too focused on their own task to pay attention to anything else.

So, we know that people who are very focused on one task are less likely to notice things unrelated to that task, even when those things are right in front of them in plain sight. Researchers call this "inattention blindness." The video we just watched was an example of inattention blindness.

Researchers have identified inattention blindness at work in professionals from various backgrounds, including commercial airline pilots, radiologists, and...police officers.

# An Update on the Science

## Notice + Decide, continued

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### #18: Update: police under pressure



In 2017, Daniel Simons and Michael Schlosser set up a study at the Illinois Police Training Institute, which administers the state’s recruit training academy and offers in-service courses. Study participants included 100 police academy trainees and 75 experienced police officers (with an average of 12.3 years on the job). They were unaware they were participating in a study; they believed they were engaging in a routine traffic stop simulation on the academy grounds, as part of their regular training. (Researchers confirmed in debrief conversations that all participants included in the study believed they were participating in a routine training scenario.)

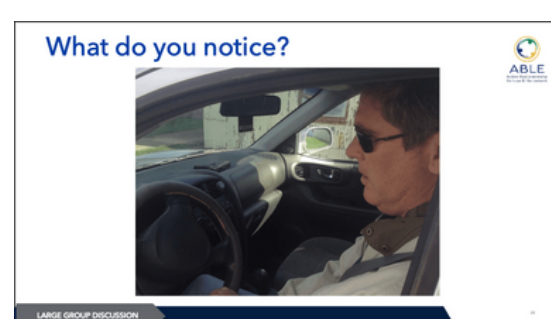
Participants were sent to the designated area used for traffic stop scenarios and were given a duty belt with training-safe weapons, as is protocol at the Training Institute.

The Director of the Police Training Institute oversaw the scenario. He told participants they had stopped the driver because he failed to stop at a stop sign. He instructed the participants to use their discretion to decide whether they would issue the driver a traffic citation or a warning citation.

Let’s look at the setup for the traffic stop.

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### #19: What do you notice?



Here’s a picture of the traffic stop setup.

Ask: What do you notice?

*Goal response: There’s a gun on the dashboard. After someone notices it, advance to the next slide. (This should be a very short discussion; we just want someone to identify the gun, and then we’ll move to the next slide.)*

# An Update on the Science

## Notice + Decide, continued

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#20: How many participants missed it?



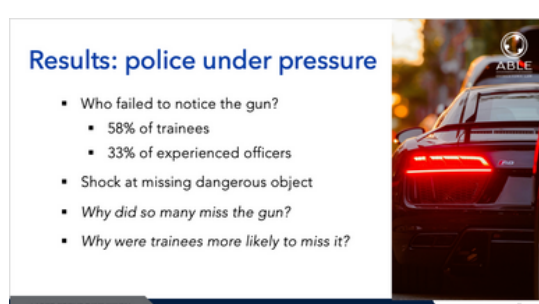
The researchers wanted to see how many police trainees and how many experienced officers would notice the gun—or, rather, how many would fail to notice the gun, despite its potential danger to them.

What do you think: How many trainees missed the gun? How many experienced officers missed it?

*Solicit a few different responses from your class, and ask people to explain their reasoning.*

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#21: Results: police under pressure



*Notes to refer to if people have questions about the methodology:*

When participants noticed the gun, they always called attention to it and took appropriate measures as defined by their departmental policy. Researchers confirmed this was the case when they conducted a follow-up conversation with the participants, letting them know the Training Institute was participating in a study.

They specifically asked participants, "During the traffic stop, did you notice anything that might have been a danger to you?" If participants said no, they asked, "Did you notice any weapons?" If participants again said no, they asked, "Did you notice a gun?" Their results indicated that anyone who noticed the gun during the scenario took appropriate action at the time. The researchers also screened for potential "contamination," making sure participants had not previously heard about the study from any of their colleagues.

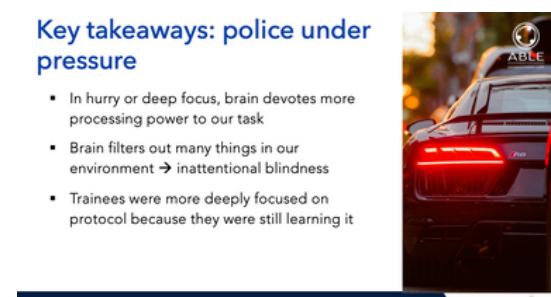
*Ask: Why do you think so many participants failed to notice the gun, and why do you think trainees were more likely to miss it than experienced officers were? It may seem obvious that experienced officers are better at the job than those still in training, but let's really think about what might be behind that.*

# An Update on the Science

## Notice + Decide, continued

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#22: Key takeaways: police under pressure



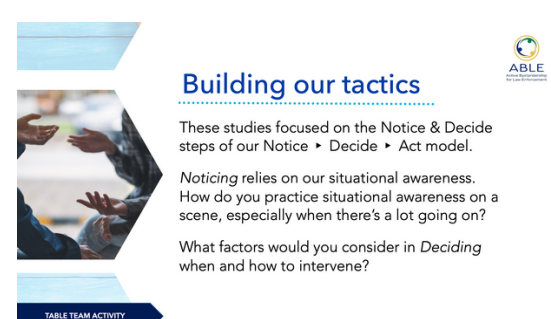
Researchers determined, based on their follow-up conversations with participants, that trainees were more likely than experienced officers to miss the gun because they were still learning proper procedures for a traffic stop and were devoting more of their attention to following the correct protocol. This decreased their situational awareness because they were only focused on the task at hand.

More experienced officers were more likely to notice the gun, and to notice it earlier in the interaction vs. trainees who noticed it, but experienced officers still missed the gun 1/3 of the time.

The researchers concluded that officers experienced inattentional blindness—they were so focused on the task at hand (completing the traffic stop in accordance with policy, and deciding whether to issue a citation or a warning to the driver) that they failed to notice a potential threat to their safety, even when it was in plain view.

As officers, we're often feeling the pressure to clear a scene quickly, and we know we have to follow certain protocols. Our attention can get so focused on this that we don't notice what's around us, whether that's a potential danger like a gun or a potential danger like a fellow-officer losing their temper or practicing unsafe tactics. Reminding ourselves to stay alert to our surroundings can help us make sure we notice the need to act whenever necessary, including when we need to intervene with a fellow-officer.

#23: Building our tactics: table team activity



*Give people ~4 minutes in small groups (you can use the same groups from earlier or shuffle them). Prompt them to think about what they would do if they were on a busy scene. Each group should discuss both questions. Allot 5-6 minutes for a share out from each group.*

*Goal responses for Notice: scan the environment regularly, remind ourselves to look out for the unexpected, talk to others about what we see and encourage them to do the same for us.*

*Goal responses for Decide: first priority is always safety. Also consider: social dynamics between you and the person needing intervention; what kind of approach is most likely to be accepted; how to avoid potentially embarrassing the person; whether you want to engage allies to join you in intervening.*

# An Update on the Science

## Notice + Decide, continued

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### #24: Building our tactics: action steps

#### Building our tactics

- Commit to being the first to act when you see a problem
- Practice situational awareness
- Stay alert for the unexpected
- Point out problems, even when they seem obvious
- Keep your skills sharp: discuss and practice interventions



Remember that you have a personal responsibility to intervene when you see harm occurring, or about to occur. Don't assume someone else will act. People may not have noticed the same thing you noticed, or may not be sure if there really is a problem. You can help overcome both of these inhibitors by taking it on yourself to be the first one to speak up, pointing out the problem and inviting others to help you address it.

We are more likely to intervene when we believe we are equipped to do so and anticipate a positive response (i.e., someone accepting the intervention). So, practicing our skills at intervening and accepting intervention can help us build an agency culture where we all know we have the responsibility to intervene to prevent or stop harm, and the confidence that our fellow-officers will likely accept our interventions when needed.

Practice your situational awareness. It is a skill you can build. Researchers in the study suggested that part of the reason experienced officers were more likely to notice the gun was that they had had more practice staying aware of their environment.

As officers, we can consciously remind ourselves to look out for the unexpected, even during a seemingly routine event, and to take the time to scan our whole environment. This may enable us to better spot potential dangers, and also to spot potential opportunities for intervention.

Keep in mind that everyone, including your fellow-officers, experiences inattentive blindness. If you notice something that doesn't look right, call your fellow officers' attention to it. They may not have noticed, and if the situation requires intervention, acknowledging the issue can be the first step in engaging an ally to take action with you.

# An Update on the Science

## Research review, update, and tactics for intervention: Decide + Act

(35 minutes)

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**Purpose** To review the social science behind ABLE, understand new research on active bystandership and human behavior, and how to apply what we know to intervention tactics.

**Section Objectives**

1. Understand the social science that ABLE is built on
2. Apply the science of intervention to policing
3. Identify tactics that can help make intervention successful when deciding to intervene and acting to intervene

# An Update on the Science

## Decide + Act, continued

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### #25: Influence of authority (video)

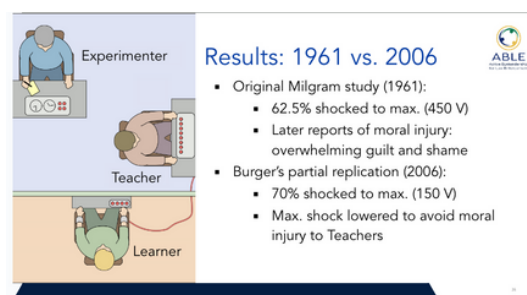
Influence of authority  
Milgram, 1961 & Burger, 2006



*Before showing the video, explain: In the core curriculum, we learned about Dr. Stanley Milgram's obedience to authority experiments. These are some of the most famous, most widely studied, and most replicated experiments in social science. Let's take a look at one of those replications.*

*Click to show video.*

### #26: Results: 1961 vs. 2006



Burger found that 70% of participants were willing to continue past 150 volts, when the learner demanded to be let out of the experiment. The Experimenter asked the Teacher to continue past 150 volts, and if the Teacher agreed, the Experimenter called an end to the experiment.

In Milgram's study, 4 out of 5 participants who continued past 150 volts kept going all the way to 450 volts. So, participants' decision to continue past 150 volts was a strong predictor of their willingness to shock to the highest level.

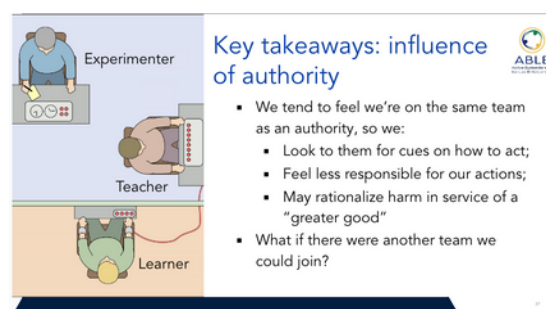
Burger concluded that, while ethical concerns prevent modern researchers from repeating Milgram's experiment exactly, his partial replication demonstrates that "average Americans react to this laboratory situation today much the way they did 45 years ago."

# An Update on the Science

## Decide + Act, continued

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#27: Key takeaways: influence of authority



Many participants said they were deferred to the Experimenter's expertise. We often follow the lead of those with more experience or a higher rank than us—this is how we learn. But, when an authority is causing harm, or is allowing harm to continue, this can signal to others that the behavior is acceptable. We also may be less likely to notice when authority figures have made a mistake or have misinterpreted a situation because we assume they know what they're doing.

Some participants felt that being part of the experiment made them important, and they wanted to hold on to that feeling by pleasing the Experimenter. They felt responsible to him, not to the Learner.

Teachers also felt loyalty to the Experimenter—they were on his team, and believed the harm they (thought they) were inflicting was justified by the "greater good" of scientific progress. The more shocks they delivered, the more they felt allied with the Experimenter: they were an important member of the Experimenter's team. But what would happen if there were another team they could join? Milgram tested this question in another variation of his experiment.

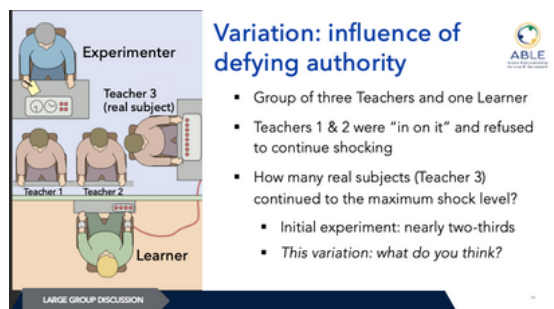
*Note that the question at the end here is rhetorical; it's just helping us set up the next slide.*

# An Update on the Science

## Decide + Act, continued

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#28: Variation:  
influence of  
defying authority



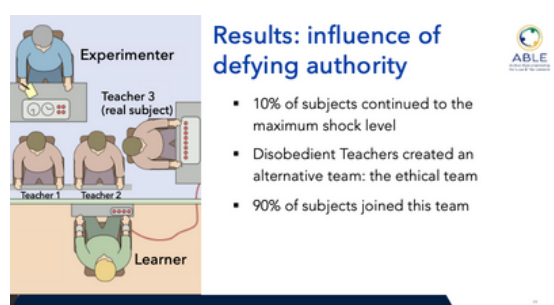
Milgram conducted many variations of his experiment. In one, the naïve subject (the Teacher) was paired with two additional Teachers, who would each have a role to play in testing the learner. Teacher 1 (actually an associate of the experimenter) would read the questions, Teacher 2 (another associate of the experimenter) would announce whether the answer was correct or incorrect, and Teacher 3 (the true subject) would administer the shocks.

So, Teacher 3 was the only one who thought the shocks were real and didn't know everyone else was in on it. The shock machine went up to 450 volts.

At 150 volts, Teacher 1 refused to continue participating, and went to sit in another area of the room. At 210 volts, Teacher 2 did the same.

*Ask: what percentage of subjects do you think continued shocking all the way to the maximum? Before you move on to the next slide, get a few responses, and ask people to explain their rationale, especially if you get very different answers.*

#29: Results:  
influence of  
defying authority



The results demonstrate the power of the bystander.

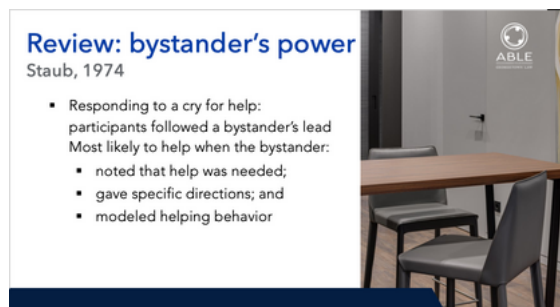
Thirty percent of subjects refused to continue after Teacher 1 disobeyed the experimenter and before Teacher 2 followed suit. A further 30% refused to continue immediately after Teacher 2's decision to discontinue. And even more subjects refused to continue after this, leaving only 10% to go all the way up to the maximum of 450 volts.

# An Update on the Science

## Decide + Act, continued

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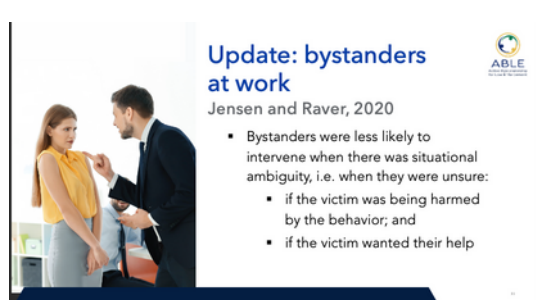
### #30: Review: bystander's power



In this study, ABLE Founding Partner Dr. Ervin Staub found that, when hearing a cry for help from behind a closed door, participants generally followed a bystander's lead in deciding how to respond. They didn't know that the bystander was in on it and was reacting according to a set script in which she would act in one of three predetermined ways: Participants were least likely to help when the bystander said she didn't think there was a real problem, more likely to help when the bystander said she thought there was a problem and they should do something, and most likely to help when the bystander identified the problem, provided strategies for responding, and took on one of those strategies herself, thereby modeling helping behavior. In effect, the bystander created a team of helpers and invited the participant to join it.

When the bystander clearly defined the situation, she helped the participant overcome the inherent ambiguity of the situation —“What's going on? Should we do something? What should we do?”—and spurred the participant to join her in solving the problem.

### #31: Update: bystanders at work



In 2020, researchers Jaclyn M. Jensen and Jana L. Raver conducted a large-scale study of more than 3,400 participants regarding their likelihood of intervening in scenarios of workplace incivility; that is, rude or unprofessional behavior.

They found that bystanders were less likely to intervene in an ambiguous situation, where they were not sure if the victim of the uncivil behavior was being harmed, and/or they were not sure if the victim wanted their help. Likelihood of intervention increased when the victim clearly expressed discomfort, pain, or embarrassment, and when the victim explicitly asked for help.

Researchers concluded that, consistent with Darley & Latane's findings about the bystander effect, ambiguity is a significant barrier to bystanders recognizing the need for action, and to bystanders taking personal responsibility for acting.

# An Update on the Science

## Decide + Act, continued

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#32: Key takeaways: bystander's power

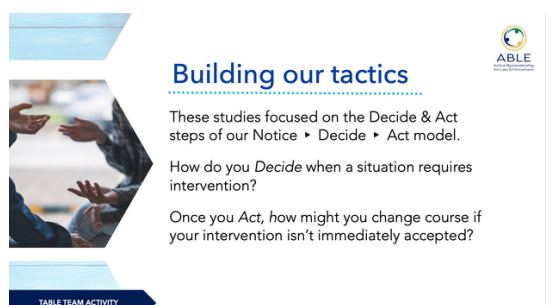


We can overcome our own uncertainty about a situation (when time and safety allow) by consulting with others about the need for action and the type of action we should take. We can help others overcome their uncertainty by stating our assessment of the situation and inviting them to join us in acting to address the harm, or potential for harm, that we see.

As an active bystander you have the power to define the situation (“I see a problem here”) and to define the expected response (“We should act. I’ll do x, you do y”).

There is no such thing as neutral. When you don’t intervene, you are—consciously or unconsciously—sending a message to others that you think not intervening is the appropriate thing to do. Conversely, when you do intervene, you are leading by example and are helping set a norm where intervention is expected in any situation where unnecessary harm may occur. You are creating a team of helpers and inviting others to join you on that team.

#33: Building our tactics: table team activity



*Give people ~4 minutes in small groups (you can use the same groups from earlier or shuffle them). Prompt them to think about what they would do if they were on a busy scene. Allot 5-6 minutes for a share out from each group.*

*Goal answers for Decide: talk to others, tell them what you see and ask what they see; remember that we have a responsibility to each other to intervene whenever we see the potential for harm; and remember that an intervention can be a small and subtle act, like redirecting a conversation to a different topic, or calling someone over to ask them a question.*

*Goal answers for Act: We don’t stop the Notice - Decide - Act cycle just because we’ve reached Act. We need to Notice how our intervention is being received, Decide if and when we need to change course, and then Act in a way that is more likely to lead to a positive outcome. This may mean taking a more direct approach, it may mean distracting the person with a different task, or it may mean escalating an intervention—this could look like bringing up the consequences of the person’s continued action, involving a supervisor, removing the person from the situation, etc.*

# An Update on the Science

## Decide + Act, continued

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#34: Building our tactics: action steps



Define the situation – what do you see?

Define the expected response – what do you think you should do?  
What do you think others should do?

Talk to the people around you. Be clear about what you're seeing and how you are interpreting it, and what you think should be done. Talk to others to identify the best approach (when time allows).

There are always social dynamics at play in any situation, whether related to rank, experience, race, gender, or other complex factors. For example, your intervention with someone who is brand-new to your platoon might look different than your intervention with someone you have worked with closely for several years.

When there is an authority figure on scene (whether a formal or informal authority figure), be aware of how their reaction to a situation may be influencing your own assessment. If you think something is wrong that the authority doesn't seem to notice or identify as a problem, speak up.

When working to engage allies, it may be helpful to remind them of a shared goal that you're working toward, like maintaining safety on a scene or making it to retirement with your full pension. This way, you are establishing a group of helpers, and inviting others to join it.

In your everyday work, talk to your colleagues about intervention. Explicitly give them permission to intervene with you if they see something going wrong. This can be especially powerful coming from a supervisor—as long as it is backed up by action in the form of accepting interventions when they are needed, and supporting others who intervene. This combination of discussing expectations and demonstrating positive outcomes is how we build cultural norms.

# An Update on the Science

## Role plays and class close-out

(30 minutes)

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**Purpose** To practice intervening in realistic scenarios that an officer might encounter on the job and reflect on the key takeaways of the course.

**Section Objectives**

1. Practice and debrief two scenarios where an intervention is needed
2. Wrap up the course

# An Update on the Science

## Role plays and class close-out, continued

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### #35: Role play #1: FTO and trainee



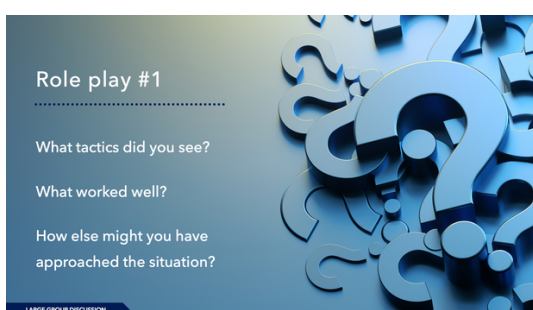
*Prompt for FTO: You have been on the job for 10 years and have been an FTO for 5. You are sick of people giving you attitude and lying when they have clearly done something wrong. You know this driver didn't stop at the stop sign, and now he is being difficult about it. You are not about to let him keep talking back to you, and you certainly don't want your rookie to embarrass you in front of a member of the public.*

*Prompt for rookie: You know your FTO has a bit of a temper. You haven't seen the FTO cross the line yet, but you have seen them get close. You know they have previously been written up for unprofessional conduct with community members. You don't want to see this turn into a reportable incident, but you also don't want the FTO's anger directed at you. Your goal is to remove the FTO from the situation without causing embarrassment and without giving the driver of the car an opportunity to escalate his resistant behavior.*

*Role players can use their real names; if they would prefer character names, they can use common surnames such as Smith and Jones.*

*Do not have a student role-play the driver; we will just assume they are waiting patiently "off-stage."*

### #36: Role play #1 debrief



*First, ask role players: How did it feel to do that intervention? How did it feel to receive it?*

*Intervening officer, when we went into the role play, you had already Noticed the situation was tense. How did you Decide on your approach? Looking back, would you have done anything differently?*

*FTO: How did the intervening officer's approach affect your response? What did you like or dislike about it?*

*Then, ask the class the questions on the slide. Guide them to think about specific tactics the intervening officer used, including their body language, tone of voice, word choice, etc.*

# An Update on the Science

## Role plays and class close-out, continued

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### #36: Role play #1 debrief (cont'd.)

*It may come up in your class that this role play doesn't feel like something that would happen at your agency—it may be tough to imagine a trainee intervening on someone who is supervising them. The idea behind practicing this type of intervention is to make it more likely to happen. If a fellow-officer could protect us from an avoidable use of force incident, we should welcome that action, regardless of our relative rank and/or experience. This does not mean we are encouraging rookies to question everything their FTO does; it means that we want every member of the department to look out for each other and help keep each other out of harm's way. That is what creating a culture of active bystandership is all about.*

### #37: Role play #2: after-the-event intervention



*Prompt for Officer Johnson (intervening officer):* Earlier in your shift today, you responded to a call for service that involved physical abuse to an eight-year-old girl. Officer Morse was also on the scene, and you noticed that Morse was visibly upset. Other officers took the lead on the response, and Morse mostly stood off to the side, clenching and unclenching their fists, sighing heavily, rubbing their face, and muttering under their breath. Officer Morse's behavior did not hamper the response or the investigation, but you were a bit concerned by it. Child abuse cases are always tough, and you're not sure how Morse would do on a scene where they needed to take a more active role. You don't know Morse well, so at shift change, you have decided to go to Officer Palmer, who Morse works closely with, to flag the situation.

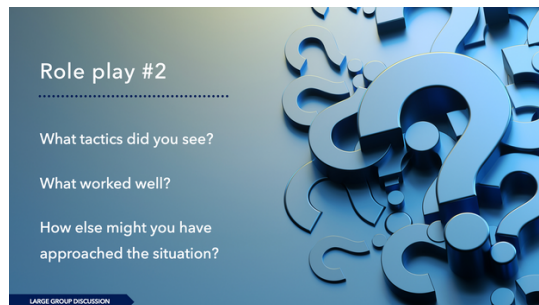
*Prompt for Officer Palmer:* You and Morse are good friends, and your families spend a lot of time together. Morse has an eight-year-old daughter, so you understand why this call would have been especially hard. You may initially bristle at Johnson for bringing this to you—it's not really Johnson's business—but if Johnson really seems to have Morse's best interests at heart, you will talk to Johnson about the next steps you'll take to make sure Morse has the support they need.

# An Update on the Science

## Role plays and class close-out, continued

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### #38: Role play #2 debrief



*First, ask the officer playing Johnson: How did it feel to have that conversation? What did you consider in deciding on your approach?*

*Then, ask the officer playing Palmer: How did you feel when Johnson first approached you? Did your feelings change at all over the course of the conversation?*

*Then, ask the class the questions on the slide. Guide them to think about specific tactics the intervening officer used, including their body language, tone of voice, word choice, etc.*

*Be sure to note for the class: It's important to remember that active bystandership is not just about stepping in when things are going totally off the rails; it's also about checking in with each other and making sure our colleagues have the support they need. These conversations may be uncomfortable at first, but they get easier with practice, and they are part of building a culture where we are all looking out for each other. Having these conversations whenever we notice someone having a tough time can help us avoid a situation where a more immediate intervention might be needed.*

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### #39: Key takeaways

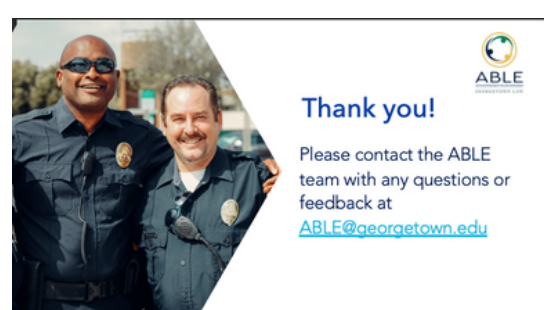


Remember that we each have a role to play in creating and maintaining a culture of intervention at our agency, in our units, and with our colleagues every day.

We ARE the department. Let's make it one where we all step in to protect each other from doing something that might cause harm to ourselves or others.

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### #40: Thank you/class close-out



*Thank the class, and if possible, let them know you'll stick around for a few minutes after class to answer any questions or talk through any outstanding issues.*

# CLEVELAND DIVISION OF POLICE BIAS-FREE POLICING FOR SUPERVISORS COURSE OUTLINE

**Last Revised 11/05/2024**

## FORMAT

In-person, interactive scenario-based workshop, 4 hours long.

Maximum of 12 Division supervisors per session.

Prerequisite: Prior to attending the course, supervisors shall successfully complete a review of the Division's online Bias-Free Policing training module.

Instructor cadre: TBD by the Division.

## DESCRIPTION

The purpose of this course is to enhance the ability of Division supervisors to make effective decisions that incorporate the principles of bias-free policing. While supervisors are already familiar with these principles, their effective practical application requires a clear understanding of how legal, ethical, and organizational mandates for bias-free policing directly inform supervisory decision-making across the Division's operations. Building on the foundational knowledge contained in the Division's existing online bias-free policing module, this new in-person course uses interactive discussions and video-based scenarios from actual incidents to strengthen supervisors' ability to prevent, identify, and address instances and patterns of biased policing. Participants will apply the LATES (Legal, Administrative, Tactical, Ethical, and Social) model of decision-making to analyze complex operational situations related to bias-free policing. The LATES model in this course is identical to the model used in the Division's separate course on supervisory use of force decision-making. This new bias-free policing course focuses on supervisory decision-making strategies for complaint investigation, community engagement, and best practices for fostering a culture of fair and impartial policing at the unit level and across the entire Division.

## LEARNING OBJECTIVES

After completing this course, participants will be able to:

- Apply the LATES (Legal, Administrative, Tactical, Ethical, and Social) decision-making model to analyze two video-based scenarios involving actual incidents of potential biased policing, and identify appropriate supervisory responses.
- Explain procedures for conducting a preliminary investigation of a bias-based policing complaint.
- List strategies for supervisory response to citizen complaints of biased policing that build rapport and trust and help enhance public perceptions of the Division's legitimacy and fairness.

## RESOURCES

DRAFT

## COURSE OUTLINE

### INTRODUCTION

Bias-free policing is a basic cornerstone of the Division's integrity and legitimacy. Division members are obligated by law, policy, and ethics to uphold the principles of bias-free policing in exercising their official duties. We face situations every day in which there may be credible, relevant information tying a person of a specific race, ethnicity, or other demographic category to a particular crime. But responding to such incidents is fundamentally different from the prohibited practice of biased policing, in which officers take enforcement action based on unsupported inferences directly or indirectly tied to a person's demographic affiliation. In some instances, the difference between bias-free and biased policing is immediately self-evident, as in cases where officers make blatantly racist, sexist, or other discriminatory statements to a member of the public. However, it is far more common for instances of biased policing to be more subtle and complex. This inherent subtlety and complexity pose challenges for supervisors, whose lawful direction and guidance to the officers they command are essential for ensuring the Division's integrity and legitimacy. Supervisors must therefore diligently monitor and assess officers' activities to detect and prevent biased-based policing practices. When allegations of biased policing arise, supervisors must address them quickly, thoroughly, and fairly.

The Division is committed to being proactive in providing the training, supervision, and assessment necessary to prevent, address, and resolve incidents or complaints of biased policing. This course represents a further element of that commitment.

### ICEBREAKER EXERCISE

#### Instructor Tips

1. The purpose of the icebreaker exercise is to get supervisors talking and thinking aloud about the complex, sensitive nature of biased policing allegations.
2. Most allegations of biased policing are difficult if not impossible to prove, because they typically rest on people's subjective reactions to officers' behavior, language, and decisions.
3. On rare occasions, officers act in a manner that clearly demonstrates inappropriate bias. The video for this exercise shows one such situation from Albuquerque (NM) PD, in which officers make derogatory comments about Native Americans that get recorded on their wearable cameras.

4. In addition to providing a clear example of biased policing, the Albuquerque video also illustrates a situation where officers' inappropriate behavior did not occur on a public contact, but rather took place during a private officer-to-officer conversation that got captured on body-worn camera video.
5. This video raises important questions about the legal, ethical, and professional duty of police agencies to address instances of biased policing that are internally identified, and not just those allegations that are reported by community members.

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## VIDEO

Show the video:

<https://www.youtube.com/watch?v=isNjS2oKz2o>

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## LARGE GROUP DISCUSSION

Ask the following questions to the class and lead a discussion. The provided response reinforces the concepts of this lesson.

**1. How would you approach a situation where you overheard officers using discriminatory language, as seen in the video?**

Addressing discriminatory language head-on is crucial. Immediately speak with the involved officers to understand the full context of the situation and make it clear that such behavior is unacceptable. To ensure transparency and accountability to the community, this type of behavior must be officially documented and reported. Ignoring it or merely giving the officers informal counseling is inconsistent with Division policy and standards as well as public expectations. Additionally, it is best to address the entire shift/unit to which the involved officers are assigned about the impact of such language on community trust and to take deliberate steps such as training to reinforce expectations of professionalism.

**2. As supervisors, what subtle signs of bias-based policing might you look for when reviewing incident reports or body camera footage?**

Subtle signs of bias might include patterns of stops or searches that seem inconsistent with the demographic makeup of the area, vague justifications for actions in reports, such as listing suspicious behavior without specific objective facts, demographic

disparities in enforcement action for the same offense, or certain groups being targeted for enforcement more frequently than others. As supervisors, we can mitigate this by reviewing reports and WCS video carefully and asking officers to provide concrete reasons for their actions based on objective evidence.

**3. How do off-duty or private conversations between officers, like the one recorded in the video, affect the public’s trust in law enforcement?**

Even private or off-duty conversations can have public repercussions, especially when recorded or shared. As supervisors, we need to emphasize the importance of maintaining professionalism at all times. The presence of wearable cameras changes the meaning of “private” conversations, and officers must act with self-control and professionalism to adapt to this new reality. Inappropriate comments can erode trust built over years of positive community engagement, so it’s essential that we address any behavior swiftly and reinforce the importance of respectful communication.

**4. What proactive measures can supervisors take to prevent bias-based policing in their units?**

Proactive measures include regularly reviewing officers WCS video, even if no complaints have been filed, and encouraging officers to articulate their decisions as thoroughly and accurately as possible. Regular briefings and roll call discussions should provide opportunities for officers to reflect on their decisions and engage in open conversations about professionalism and bias prevention. Supervisors can further encourage check-ins with officers to discuss their conduct and ensure self-awareness regarding potential biases.

**Instructor Tips**

Reinforce the consequences of bias-based policing:

Bias-based policing can violate Constitutional guarantees of due process and equal protection under the law enumerated in the Fourth and Fourteenth Amendments.

In addition to being unlawful, biased policing erodes community trust, undermines officer safety, invites hostile media scrutiny, and exposes the Division and its officers to criminal and civil liability. This is why it is vital for the Division to take seriously every allegation of biased policing, and to treat people who report these allegations with dignity and respect.

The more the Division fosters an internal and external culture of fairness and impartiality, the more effective we are in the fulfillment of our public safety mission.

Members who engage in, ignore, or condone bias-based policing, or who fail to report observed or alleged bias-based policing, shall be subject to discipline. Supervisors who fail to address complaints of bias-based policing shall be subject to discipline (Bias-free Policing, Sec. III).

## LATES FACTORS

### LARGE GROUP DISCUSSION

Ask the group to recall the LATES factors from earlier training. Review the definition for each of the factors and ask for examples.

**LEGAL** – What criminal and civil/legal factors are most important at this point, and what legal decisions are required? What federal, state, and local laws and statutes are most relevant at this point in the situation?

Examples:

- Were the officers' statements in the video potentially unlawful? Do they violate State of Ohio, federal, or other statutes related to bias-free policing, equal protection, due process, and so on?
- The conduct of officers at the scene of an officer-involved shooting may be relevant to the wider criminal and administrative investigations of lethal force.
- The statements by themselves may be an act of unlawful biased-based policing. In addition, a further biased-based policing violation may have occurred if evidence indicates that officers' decisions to use lethal force were influenced, in whole or in part, by unlawful bias.
- Civil suits stemming from this incident may allege discrimination based on race.
- The State of Ohio Attorney General may seek injunctive relief (Sec. 109.806 to prohibit biased policing and other status-based profiling.)
- The WCS footage must be preserved as evidence and documented as such.

**ADMINISTRATIVE** – What policy factors and decisions are immediately relevant? What investigative, procedural, administrative, or other measures are required under CDP policy?

Examples:

- How does the Division’s bias-based policing policy (1.07.08) apply to the discovery of this conduct?
  - The policy’s purpose is to deliver police services equitably, respectfully, and free of bias in a manner that promotes broad community engagement, trust, and confidence in the Cleveland Division of Police.
  - Bias free policing “is accomplished without the selective enforcement or nonenforcement of the law, including the selection or rejection of policing tactics or strategies, based on the subject’s membership in a demographic category.”
  - The policy requires members to treat everyone with courtesy, professionalism, dignity, respect, and equality.
- How must the supervisor respond to the discovery of these statements?

**TACTICAL** – What issues of officer and public safety are most important at this moment, and what measures are reasonable and necessary to address them?

Examples:

- Act swiftly to address misconduct, demonstrating a commitment to the department's values and community trust.
- If overheard or discovered at the scene, sequestering subject officers and witness officers as soon as practicable is necessary.
- Provide a clear and transparent reporting of the circumstances through the chain of command and IA.
- Preservation of BWS cameras and footage.
- Instances of biased policing can lead to displaced rage, where uninvolved officers are attacked or ambushed by assailants seeking revenge.
- Misconduct or allegations of misconduct must be addressed in line with policy and the law in that officers are treated fairly, professionally, and without bias as well.

**ETHICAL** – What moral challenges or ethical dilemmas are present at this point? What is the honest, right, and just course of action for resolving them?

Examples:

- The statements occurred following a high-stress critical incident. Does this fact potentially justify letting the inappropriate comments go unaddressed? Do the circumstances mitigate or excuse the officers’ statements? Why or why not?

- It is vital to balance the need to address the misconduct while ensuring fair treatment, due process, and health and wellness support following a critical incident.
- Ensure that the response to the officer's misconduct is unbiased and maintains the department's integrity.
- It is necessary to begin the process of a thorough and unbiased investigation, ensuring that all findings are based on evidence, policy, and legal standards.

**SOCIAL** – What issues of internal Division trust and external community trust are most important at this moment? What course of action is necessary to address them?

Examples:

- The use of racial epithets is unacceptable and harmful. Their presence at the scene of an officer-involved shooting raises concerns about whether bias influenced decisions regarding the sanctity of life, as well as the strategies and tactics used during the incident.
- The damage to community trust and relationships is profound. Once this misconduct becomes public, the harm caused by these comments undermines the Division's positive work in ways that are immeasurable.
- The incident will also inevitably harm internal trust, relationships, and morale. It's important to consider how both the incident and the response affect the morale and trust of other officers within the Division.
- Some officers may take offense because of their affiliation with the group(s) at whom the offensive remarks were directed. Other officers may be upset by the perception that the agency is downplaying the context of a critical incident and imposing unfair discipline.
- The Division's response to the incident will directly impact both internal and external trust and relationships. A swift, honest, transparent, and fair approach is crucial to maintaining or rebuilding that trust. This begins, perhaps most importantly, with the initial supervisor's response.

## VIDEO CASE STUDY #1

The video exercises will highlight and discuss preliminary investigations of bias complaints and the reporting process.

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### VIDEO

**Give a brief overview of the video.** This video involves an incident that occurred at a shopping mall in Virginia Beach. An officer detains a man whom he mistakenly believes is

the suspect in a case of credit card fraud that occurred at the mall. The officer subsequently realizes that the man is not the suspect and releases him with an apology. Despite the fact that the officer acted lawfully, the incident nonetheless offended the man and his family, and created a wider public perception of biased based policing that received significant media attention.

Ask the class to watch the video and think about how they would handle situations like this as the responding supervisor. Remind the class to use the relevant LATES factors in analyzing the video.

<https://www.youtube.com/watch?v=NnYC2yc06hg>

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### SMALL GROUP EXERCISE

Divide the class into groups of at least three participants, assigning each group one or two of the LATES factors. Based on their assessment of the video, groups will have approximately five (5) minutes to discuss their assigned LATES factor(s) and consider relevant CDP practices and strategies for the prevention of bias-based policing. If the instructor opts to lead with one of the factors, they will present first, followed by each group selecting a spokesperson to report their findings.

After the group reports, lead a class-wide discussion on practical ways to prevent and address bias-based policing, encouraging dialogue on how supervisors can detect and address bias while promoting accountability. Use the provided prompts to guide the discussion.

### **LATES Factors**

#### **1. LEGAL**

- a. The officer detained Jamal Mackey based on a suspect description. Police can seize or detain someone based on a description that includes specific characteristics such as dreadlocks, but it must be part of a more complete and specific description that creates reasonable suspicion or probable cause. A single characteristic, like dreadlocks, is generally not enough on its own to justify a detention or seizure. There must be additional factors, such as:
  - i. Time and location matching the report of the crime
  - ii. Other identifying details (e.g., clothing, physical build, behavior)

- iii. Information provided by a reliable source or witness that ties the individual to the crime.
- b. Officers need to ensure that any detention is supported by reasonable suspicion or probable cause, based on clear and objective criteria.
- c. Supervisors should review the legality of the detention and whether it complied with constitutional standards, such as the Fourth Amendment protection against unreasonable searches and seizures.

## **2. ADMINISTRATIVE**

- a. Notice that the officer was faulted in the news story for failing to follow department procedures for wearing a mask. While these kinds of allegations may seem trivial, the administrative review should cover all potential policy violations.
- b. Supervisors should ensure that officers adhered to Division policy. A lack of procedural adherence needs to be documented, and steps should be taken to investigate whether all Division rules were followed, including reporting the incident and ensuring appropriate documentation, to include completing a Stop Form entry. Minor infractions should be taken as coaching and mentoring opportunities. However, it is essential to document these steps, should future occurrences happen and the need to escalate corrective action.

## **3. TACTICAL**

- a. The officers detained Mackey in a public area, in front of his family, without fully confirming his identity. Some people might argue that the situation could have been handled differently to minimize harm and public embarrassment. Conversely, failing to handcuff a potential suspect might lead to escalation or flight.
- b. Supervisors should evaluate whether the officers could have used a less confrontational approach, like discreetly confirming Mackey's identity or temporarily delaying the detention until more information was available.
- c. When responding to the incident, supervisors and officers who model procedural justice, actively listen, remain neutral, and engage with empathy may prevent or mitigate real or perceived inequitable treatment. Clear communication about decisions and actions, along with consistency in

treating everyone fairly, helps build trust and mitigate the perception of bias.

#### 4. ETHICAL

- a. Detaining Mackey in front of his family raises ethical concerns about fairness and respect. Some people might argue that the officer's actions contributed to public embarrassment and possible erosion of trust.
- b. Supervisors must address the ethical implications of the officer's actions, ensuring that respect and dignity are maintained in all interactions. The officer properly apologized to Mackey, which can help rebuild damaged trust. A more formal follow-up meeting may also be appropriate in a case like this one.

#### 5. SOCIAL

- a. The incident generated media attention and significant community concern, leading to a public outcry about the handling of the situation and trust in the police.
- b. To address the social impact, the Division must take transparent actions to show accountability, including a full investigation, public communication, and, if necessary, changes to departmental procedures to prevent future incidents. Supervisors should also engage with community leaders and partners to show that the Division is committed to learning from the situation and improving community trust.
- c. The way officers and supervisors interact with a suspect is just as important as how they treat family members, witnesses, and others at the scene.

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#### DISCUSSION: RESOLVING THE SITUATION

**Based on the LATES factors, what is the appropriate course of action to resolve the situation?**

1. The supervisor must evaluate whether the officers had reasonable suspicion or probable cause to detain Mackey, based on the description they were provided. This assessment should include determining whether the detention violated Mackey's Fourth Amendment rights and ensuring that the actions taken were constitutionally sound.

2. If it is determined that legal standards were not met, appropriate steps should be taken, which may include issuing a formal apology for the wrongful detention.
3. The incident must be properly reported and documented in accordance with Division policies. All findings and corrective actions should be clearly recorded to ensure transparency and for future review.
4. The officer's use of handcuffs in publicly detaining Mackey should be carefully reviewed. Consideration should be given to ensure an articulable justification exists for further limiting an individual's freedom during an investigatory stop, such as applying handcuffs (i.e. physical resistance or aggression, flight risk, officer or public safety, custodial arrest, or to prevent self-harm).
5. If necessary, additional training should be implemented to improve officer tactics in identifying and detaining suspects.
6. The Division could acknowledge the emotional impact of the incident on Mackey, his family, and the community offering an apology for the circumstances. However, they can also affirm that the officers' actions were lawful and necessary. This is an opportunity to reaffirm the Division's commitment to ethical policing and build upon trust.
7. The Division should be deliberate in crafting internal messaging that hedges against demoralizing officers and discouraging them from being proactive and attentive to their duties.

## VIDEO CASE STUDY #2

This case study begins with a small group exercise asking supervisors to reflect on a hypothetical situation and express their expectations of the officer's response. The case study then proceeds to involve a review of the video and the identification the LATES factors and highlight/discussion regarding the preliminary investigations of bias complaints and the reporting process.

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### LARGE GROUP EXERCISE

**Give the following prompt to the class.** "You are supervising officers who are dispatched to a suspicious person call for service. An unknown or anonymous caller reports that her neighbor is out of town and that an unknown male, described as a black male adult,

wearing a brown t-shirt and dark pants, and is standing on the neighbor's front yard. The caller requests that officers be dispatched to investigate."

What are your expectations for officers to approach to this call? Is there any actions you, as the supervisor, may take at this point?"

*Allow the class to respond and reinforce with these key points if not presented by the class.*

- **Expectations for Officer Approach**

- **Verify the Nature of the Call:** Officers should proceed with caution, knowing that the call is based on anonymous information. They must approach the situation objectively, without making assumptions about the subject based on the limited description provided.
- **De-Escalation and Communication:** Officers should engage the individual with professionalism, ensuring that their first steps involve clear communication and assessing whether any unlawful activity is occurring. De-escalation techniques should be prioritized to prevent unnecessary confrontation.
- **Respect for Constitutional Rights:** Officers must be mindful of the Fourth Amendment rights of the individual. Simply being on the property does not necessarily indicate criminal behavior. Any search or further investigation should be grounded in reasonable suspicion or probable cause based on their observations.
- **Gather Additional Information:** Officers should attempt to gather more information by contacting the caller (if possible), nearby neighbors, or through on-scene observation. They should avoid making hasty decisions solely based on the anonymous tip without corroborating facts.

- **Actions by a Supervisor**

- **Provide Clear Guidance to Officers:** As the supervisor, you should ensure that officers are reminded to approach the situation calmly and objectively, avoiding any biased assumptions based on the anonymous report. Reinforce the need to engage in professional communication with the subject and ensure a measured, lawful response.

- **Monitor for Legal and Tactical Considerations:** Ensure that the officers understand the limitations of acting on an anonymous tip. If additional facts are not corroborated, officers should proceed carefully and make decisions based on the evidence they gather on the scene.
- **Stay Available for On-Site Decision-Making:** Depending on how the situation evolves, you may choose to remain in close communication with officers or even respond to the scene if needed. Your presence may be critical if the situation escalates or if there is any uncertainty regarding the legality of further actions (e.g., search, arrest).
- **Consider Community Impact:** Acknowledge the social implications of the situation, especially if the person involved is cooperative and not engaging in any criminal activity. Ensuring a respectful approach by officers can help avoid negative community perceptions or damage to public trust.

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## VIDEO

**Give a brief overview of the video.** In this video, officers detain and arrest a man who was taking care of his neighbors' garden. After showing the video, ask the class to think, "Do you think the officers' actions were reasonable, necessary, and conducive to building public trust? Do you think officers would have handled this situation differently if the suspect had been another race or gender? Why or why not?"

<https://www.youtube.com/watch?v=CyaFJJSZKxQ>

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## SMALL GROUP EXERCISE

Divide the class into groups of at least three participants, assigning each group one or two of the LATES factors. Based on their assessment of the video, groups will have approximately five (5) minutes to discuss their assigned LATES factor(s) and consider relevant CDP practices and strategies for the prevention of bias-based policing. If the instructor opts to lead with one of the factors, they will present first, followed by each group selecting a spokesperson to report their findings.

After the group reports, lead a class-wide discussion on practical ways to prevent and address bias-based policing, encouraging dialogue on how supervisors can detect and address bias while promoting accountability. Use the provided prompts to guide the discussion.

## **LATES Factors**

### **1. LEGAL**

- a. The caller's identity is not clear based on the details of the call. Establishing whether the call was generated on an anonymous tip is crucial for understanding or directing officers' response to the call. Information from an individual not known to police is not to be assumed trustworthy without additional details which point to criminal activity. Officers cannot search or seize a subject based on an anonymous tip alone, and officers must carefully develop reasonable suspicion in cases involving anonymous tips by corroborating information received with what the officer observes on scene.
- b. The officers approached Pastor Jennings after receiving a call about a suspicious person. The key legal question at issue is whether the officers had reasonable suspicion to detain him. The officers claimed there was reasonable suspicion based on his presence in the yard and the report they received.
- c. Officers asked Jennings to identify himself, which he declined, citing he had done nothing wrong. Legally, the officers must ensure their actions align with constitutional protections, particularly the Fourth Amendment, which protects against unreasonable searches and seizures.
- d. Supervisors should review the legality of the officers' actions, determining if the detention was supported by reasonable suspicion and if the request for identification was legally justified.
- e. In this case, officers should look to obtain additional information from the caller and engage in a consensual encounter, as reasonable suspicion of a crime was not evident.

### **2. ADMINISTRATIVE**

- a. The officers were following their department procedures by responding to a suspicious person call, but they failed to appropriately de-escalate the situation early on. Administrative review should assess whether all Division policies were followed, particularly regarding handling civilians and identifying themselves.

- b. The encounter highlights the need for adherence to administrative procedures that prioritize conflict resolution and de-escalation, especially in non-violent situations. Supervisors should document and address any deviations from these policies.

### **3. TACTICAL**

- a. Tactically, the officers' approach was based on limited information. Rather than first confirming Pastor Jennings' identity more discreetly or logically, such as by asking nearby neighbors, they needlessly escalated the situation by repeatedly asking for identification without having reasonable suspicion established from a credible source.
- b. Supervisors should evaluate whether a more tactful approach, such as clarifying the situation or confirming his story with neighbors before requesting identification, could have prevented the confrontation.

### **4. ETHICAL**

- a. Detaining Pastor Jennings, a known member of the community, in front of his neighbors raises ethical concerns. The officer's actions, particularly continuing to press for identification despite Jennings' explanation, contributed to an unnecessary public confrontation, undermining community trust.
- b. Supervisors must reflect on the ethical implications of the officers' actions and ensure that all officers treat individuals with fairness and respect, especially when no crime has been committed. A formal apology may be warranted, both to Pastor Jennings and to the community, to rebuild trust.

### **5. SOCIAL**

- a. The public detention of Pastor Jennings, a pastor in the community, caused significant social harm. The incident could easily lead to community mistrust in law enforcement, especially given the public nature of the situation.

- b. It is important to be empathetic in examining this case and to reflect on how Pastor Jennings and many other people could reasonably believe that the officers' actions were informed by racial bias.
- c. To mitigate its social impact, the Division should publicly address the situation and ensure transparent communication with the community. A public apology and an acknowledgment of any mistakes would help restore trust. Supervisors should also engage with community leaders to demonstrate accountability and commitment to improving police-community relations. Direct outreach to Pastor Jennings entire church and congregation may be appropriate.

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## DISCUSSION: RESOLVING THE SITUATION

### **Based on the LATES factors, what is the appropriate course of action to resolve the situation?**

1. The supervisor must assess whether the officers had reasonable suspicion to detain Pastor Jennings based on the information provided in the initial call. This evaluation should include a review of Fourth Amendment protections and ensure the officers' actions were constitutionally sound.
2. If legal standards were not met, appropriate steps should be taken, including issuing a formal apology to Pastor Jennings and dismissing any potential legal consequences. Reporting the incident to the Internal Affairs Unit (IAU) for review may also be necessary based on an unjustified seizure.
3. The incident should be properly documented in accordance with Division policies. All findings and corrective actions should be clearly recorded for transparency and future reference.
4. The officers' decision to use handcuffs on Pastor Jennings in a public setting should be carefully reviewed. Additionally, leaving him handcuffed after finding out he had not committed a crime is concerning. Supervisors should consider additional training on the use of less confrontational methods in similar situations.
5. The public embarrassment caused to Pastor Jennings and the harm to community trust should prompt ethical reflection. The supervisor should apologize to Pastor Jennings for the conduct and unwarranted seizure.

6. The supervisor should listen to his concerns. This would reinforce the Division's commitment to ethical and respectful policing.
7. Clear and open communication with Pastor Jennings regarding the incident is critical. The Division should be transparent about its findings and any actions taken, ensuring the community understands the steps being taken to prevent similar incidents in the future.

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## DISCUSSION QUESTION

Ask the class to contrast this video with the incident from Virginia Beach. What makes the two incidents different?

## BIAS-FREE POLICING STRATEGIES

Techniques for developing rapport and building trust during initial contact with people making biased policing reports.

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## SMALL GROUP DISCUSSION

Divide class into small groups (up to three). Have them discuss in a group for 5 to 10 minutes **what strategies they as supervisors can implement to help prevent bias-based policing practices**. At the end of the discussion time, have each group present their strategies and get feedback from the rest of the class.

Preventing bias-based policing is a critical responsibility for law enforcement supervisors, who play a key role in shaping the behavior and culture within their agencies. By implementing effective strategies, supervisors can foster an environment where procedural justice, professionalism, and fairness are emphasized, reducing the likelihood of biased practices.

After the presentations, review these key points and discuss any that were not presented by the groups.

1. **Model Procedural Justice:** Demonstrate fairness, transparency, and respect in all interactions to set a clear standard for behavior that officers can emulate.
2. **Set Clear Expectations:** Clearly communicate the importance of procedural justice, professionalism, and unbiased behavior at the start of each shift, and follow up with recognition or guidance as needed.

3. **Active Listening & Empathy:** Engage fully with both officers and the community, acknowledging emotions and concerns to build trust, reduce misunderstandings, and foster positive interactions.
4. **Remain Neutral and Unbiased:** Ensure neutrality in decision-making and consistently treat all individuals fairly, regardless of background, to reinforce trust and legitimacy.
5. **Transparency and Clear Communication:** Clearly explain the reasons behind actions and decisions whenever possible, ensuring the public understands enforcement activities and reducing perceptions of bias.
6. **Encourage Self-Awareness:** Promote reflection and awareness among officers about their own potential biases, ensuring decisions are based on observed behavior, not assumptions.
7. **Cultural Sensitivity:** Respect and understand cultural differences to improve rapport, reduce miscommunication, and foster a more inclusive approach to policing.
8. **Align Enforcement with Public Safety Plans:** Ensure enforcement activities are linked to specific public safety objectives, avoiding actions that may be perceived as arbitrary and increasing transparency.
9. **Offer Guidance and Resources:** Reinforce commitment to the community's well-being by offering assistance, resources, or guidance where appropriate during interactions.
10. **Review Reports for Objectivity and Compliance with Law and Policy:** Ensure reports are completed thoroughly, documenting the rationale behind stops and decisions to maintain accountability and identify any signs of unfair or impartial treatment.
11. **Slow Down Decision-Making:** Encourage officers to take time and gather information, when feasible, before making decisions to promote consistency of fair treatment and actions.
12. **Build Community Partnerships:** Collaborate with diverse community members to create enforcement plans, strengthen relationships, and increase the legitimacy of police actions. (For CDP discussion- Command responsibility to provide to supervisors)
13. **Use Data to Monitor Disparities:** Regularly review data to identify potential disparities in enforcement, and take corrective action through training, policy adjustments, or monitoring to ensure fairness. (For CDP discussion - Command responsibility to provide data and expectations to supervisors)

## CAPSTONE GROUP EXERCISE

Divide class into small groups. Have the groups discuss for approximately 10 minutes what they think are the most important similarities and differences among the three scenarios that we analyzed in the class.

### **Instructor Talking Points:**

So far today, we've examined WCS videos showing various situations involving allegations of biased policing. As we discussed at the beginning of class, most allegations of biased policing are difficult if not impossible to prove, because they are typically based on people's subjective reactions to officers' behavior, language, and decisions.

On rare occasions, officers act or speak in a manner that clearly demonstrates inappropriate bias. The video from Albuquerque (NM) PD is one such situation. But the other two videos we watched are examples of the more common kinds of situations in which complaints of biased policing arise from officers' face-to-face community interactions.

The three videos we watched can be put into the following general categories:

- **Overt Bias:** as we've already discussed, the Albuquerque video shows officers making statements that are clearly biased and unprofessional. This video also illustrates how "private" conversations between officers can be damaging in many different ways.
- **Lawful Police Action with Public Perception of Bias:** the Virginia Beach video shows how even when officers act lawfully, people can still feel that they were treated in a biased manner.
- **Questionable Police Action with Public Perception of Bias:** the Alabama video shows a situation where officers made decisions that fall short of reasonable judgment, sound discretion, and best practice.

We are public servants who work in full view of the public, even when we might not be thinking about it. Nearly all allegations of biased policing start with face-to-face interactions between officers and community members. The most important strategy for preventing actual and perceived instances of biased policing is for officers to act with the deliberate awareness that every public contact impacts the integrity and credibility of the Division. The complex, controversial reality of bias-free policing is that even when officers act without bias or prejudice, community members can still feel that they were unfairly treated. The more officers can do to improve the quality of their interactions, the less likely they are to receive complaints of bias.

## CONCLUSION

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### LESSON SUMMARY

In this course, we explored the essential role supervisors play in ensuring bias-free policing and maintaining public trust. Through interactive discussions and real-life scenarios, we focused on key strategies for identifying and preventing biased policing within the Division.

- **Active Listening:** Supervisors must fully engage with officers and the community, showing genuine understanding to foster trust and avoid snap judgments.
- **Empathy and Compassion:** Acknowledging emotions and concerns helps de-escalate situations, promoting fairness and understanding in interactions.
- **Transparency and Honesty:** Being clear about intentions and actions builds public trust and ensures decisions are free of hidden biases.
- **Remaining Neutral and Unbiased:** Neutrality in decision-making prevents personal or reported biases from influencing outcomes, reinforcing fairness.
- **Consistency and Fair Treatment:** Treating everyone equally, regardless of background, strengthens the Division's legitimacy and ensures unbiased enforcement.
- **Cultural Sensitivity:** Understanding and respecting cultural differences helps build rapport and reduces miscommunication.
- **Offering Help or Guidance:** Providing resources or additional assistance reinforces the Division's commitment to the community's well-being.
- **Acknowledging Bias:** Addressing bias openly ensures complaints are handled based on facts, promoting fairness in policing practices.

By applying the **LATES model** (Legal, Administrative, Tactical, Ethical, and Social considerations), supervisors can effectively evaluate and respond to situations, ensuring bias-free policing in their units. This approach not only promotes fairness but also reinforces the commitment to ethically sound, constitutional policing that protects the rights of all individuals and fosters lasting trust within the community.

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### Q&A

Ask class if there are any questions or feedback that can be offered. Refer any questions to the Training Section Officer in Charge for follow-up.

DRAFT

### Key Policy Definitions and Language:

- **Serious Misconduct** - an allegation of misconduct involving a breach of civil rights, biased policing or discrimination against a protected class, dishonesty, brutality, corruption, objectively unreasonable, unnecessary or disproportionate use of force, or a similar serious allegation.
- **Bias-Based Policing** - When a CDP member takes a law enforcement action or makes a decision to provide or not provide police services, and that action or decision is motivated by discrimination on the basis of an individual's membership in a demographic category (Race, ethnicity, national origin, age, gender, gender expression or identity, sexual orientation, disability, religion or limited English proficiency). (Bias-Free Policing)
- **Bias-Free Policing** - Policing that is accomplished without the selective enforcement or nonenforcement of the law, including the selection or rejection of particular policing tactics or strategies, based on the subject's membership in a demographic category. Bias-free policing is free of discriminatory effect as well as discriminatory intent. (Bias-Free Policing)
- **Procedural Justice** - Four central principles designed to build public confidence in the police by 1) treating people with dignity and respect; 2) giving individuals a chance to be heard during encounters; 3) making decisions fairly and transparently, based on facts; 4) conveying goodwill and trustworthiness. (Bias-Free Policing)
- **Complaints shall be accepted in a professional and courteous manner without question or challenge, providing members of the public a full and fair opportunity to file complaints alleging member misconduct.** (Public Complaints of Misconduct, I.B)
- **Members who are aware of or who have observed bias-based policing shall report the incident, as soon as practicable, but no later than the end of the member's tour of duty in which they observed or became aware of the incident, to a supervisor or directly to the Internal Affairs Unit.** (Bias-Free Policing, II.C)

SUPERVISOR RESPONSE TO BIAS-BASED COMPLAINTS

POLICY REVIEW

Supervisor Responsibilities and Procedures to Respond to, and Address Instances and Allegations of Bias-Based Policing (GPOs 1.07.04, 1.07.05, 1.07.08)

1. All supervisors and personnel under their supervision shall have complaint forms available. Any member who becomes aware that an individual wishes to make a complaint shall, without question or challenge, offer the individual a complaint form. Complaints shall be accepted from any person or source regardless of the manner of delivery or receipt.
2. All complaints, regardless of their perceived severity or legitimacy, shall be accepted, documented and ultimately investigated in a professional and courteous manner.
3. Filing a complaint does not affect the current or future delivery of police services as required. Retaliation for filing a complaint is strictly prohibited.
4. Supervisors shall ensure their personnel immediately request them to respond to a complaint of biased police practices and understand that a detention may not be extended solely to await the arrival of a supervisor. If the supervisor is the subject of the complaint, they shall request a non-involved supervisor or the next supervisor in the chain of command to respond to the scene.
  - a. If the individual does not want to wait for a supervisor to arrive or the supervisor is unable to respond, the member shall explain options to file a complaint at a later time and that a supervisor will attempt to contact them if desired. Notify the Communication Control Section (CCS) that a complaint form is being issued, write the incident number in the top right corner of the complaint form, and provide the complaint form to them. Document the individual's name and contact information if willingly provided and provide the contact information to the supervisor.
  - b. If the individual has left the scene before the supervisor's arrival, the supervisor must make - and should document - attempts to contact the individual by the end of the tour of duty.

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## PRELIMINARY INVESTIGATION

1. Supervisors responding to complaints of biased policing shall apply principles of procedural justice during all interactions by ensuring that individuals have the opportunity to express their concerns (voice), making decisions based on impartial and objective facts (neutrality), treating everyone involved with dignity and respect (respect), and being transparent and honest about the process and next steps (trustworthiness). For example, a supervisor might calmly listen to the complainant's side of the story, explain how the investigation will be conducted based on clear, unbiased criteria, and assure them that their complaint will be handled fairly, while providing regular updates to build trust throughout the process.
2. When community members express questions or concerns about policing practices, decisions, treatment, conduct, or services, the supervisor should attempt to the greatest extent possible to address and resolve these issues. Effectively addressing and resolving concerns when they first arise can help prevent formal complaints of misconduct and reflects a genuine commitment to fairly and transparently clarifying any misunderstandings about policy, procedure, or law. Regardless of the outcome or the severity of unresolved allegations, any desire to file a complaint shall result in complaint acceptance.
3. Allegations of bias-based policing are classified as serious misconduct. When accepting a complaint alleging bias-based policing, conduct a preliminary investigation and immediately document and report internal complaint information to the Internal Affairs Unit. Utilize Division tracking software to forward the entry to the Internal Affairs Superintendent for review, as directed by the IAU.
  - a. Conduct a preliminary investigation of the complaint to preserve key evidence and identify/interview potential witnesses
    - i. Identify, collect, and preserve sources of audio and video which may have captured any portion of the incident (e.g., cell phone, CCTV, body-worn camera(s), ensuring proper categorization and retention)
    - ii. Attempt to contact, identify, and separate all non-CDP persons present during any portion of the incident and attempt to obtain voluntary recorded statements.
    - iii. Seek to understand and document who, what, where, when, how, and why of the incident.

- iv. Identify all CDP members who may have been involved or may have witnessed any portion of the incident. Identify relevant body-worn cameras and footage, ensuring proper categorization and retention.
- 4. Members who are aware of or who have observed bias-based policing shall report the incident, as soon as practicable, but no later than the end of the member's tour of duty in which they observed or became aware of the incident, to an uninvolved supervisor or directly to the Internal Affairs Unit (IAU).
  - a. Promptly notify the IAU whenever a complaint alleging violations of criminal law or civil rights is accepted. This immediate notification ensures that the IAU can provide the necessary assistance, direction, or resources to address the complaint effectively and in accordance with established policy (GPO 1.07.05). Timely involvement of the IAU is crucial for maintaining transparency, upholding the integrity of the investigation process, and ensuring that any potential misconduct is handled appropriately.

In instances where the member wants to remain anonymous, the member may report the act of misconduct by an anonymous call to the IAU, written correspondence to the IAU, or communicating to a member of IAU, who will then forward the allegation to the Internal Affairs Unit for review.

## CLEVELAND DIVISION OF POLICE OVI FIELD NOTES

INCIDENT NUMBER: _____ DATE: _____ TIME: _____ LOCATION: _____ OFFENDER'S NAME: _____ BIRTH DATE: _____ DRIVER'S LICENSE / ID NUMBER: _____ STATE: _____ OFFICER ADMINISTERING S.F.S.T.: _____	<b>VEHICLE</b> MAKE: _____ MODEL: _____ VIN: _____ PLATE: _____ STATE: _____
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**REASON FOR CONTACT**     TRAFFIC VIOLATION     TRAFFIC ACCIDENT     CHECK POINT  
**CHECK THE OBSERVED PRIMARY TRAFFIC VIOLATION OR VIOLATION FROM A TRAFFIC ACCIDENT**  
 WEAVING     SPEEDING     IMPEDING THE FLOW OF TRAFFIC     FAILURE TO YIELD AT LEFT TURN  
 OPERATING ON WRONG SIDE OF ROAD     FAILURE TO CONTROL     HEADLIGHTS REQUIRED  
 RED LIGHT VIOLATION     STOP SIGN VIOLATION     OTHER: \_\_\_\_\_

**OBSERVATIONS:**     BLOODSHOT EYES     SLURRED SPEECH     TALKATIVE     SLEEPY     INSULTING  
**ODOR OF AN ALCOHOLIC BEVERAGE OR DRUGS:**     STRONG     MODERATE     FAINT     NONE  
**OTHER OBSERVATIONS:** \_\_\_\_\_

### HORIZONTAL GAZE NYSTAGMUS

<b>PUPIL SIZE:</b> <input type="checkbox"/> UNEQUAL <input type="checkbox"/> EQUAL  <b>RESTING NYSTAGMUS:</b> <input type="checkbox"/> YES <input type="checkbox"/> NO  <b>TRACKING:</b> <input type="checkbox"/> UNEQUAL <input type="checkbox"/> EQUAL	<b>LACK OF SMOOTH PURSUIT</b> <input type="checkbox"/> LEFT EYE <input type="checkbox"/> RIGHT EYE  <b>DISTINCT AND SUSTAINED NYSTAGMUS AT MAXIMUM DEVIATION</b> <input type="checkbox"/> LEFT EYE <input type="checkbox"/> RIGHT EYE  <b>ONSET OF NYSTAGMUS PRIOR TO 45 DEGREES</b> <input type="checkbox"/> LEFT EYE <input type="checkbox"/> RIGHT EYE	<b>VERTICAL GAZE NYSTAGMUS</b> <input type="checkbox"/> YES <input type="checkbox"/> NO  <b>EYES</b> <input type="checkbox"/> NORMAL <input type="checkbox"/> BLOODSHOT <input type="checkbox"/> WATERY
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### WALK AND TURN

### ON LEG STAND

<b>INSTRUCTION STAGE</b> <input type="checkbox"/> COULD NOT KEEP BALANCE <input type="checkbox"/> STARTS TOO SOON <b>WALKING STAGE</b> <input type="checkbox"/> STOPS WHILE WALKING <input type="checkbox"/> MISSES HEEL TO TOE <input type="checkbox"/> STEPS OFF LINE <input type="checkbox"/> USES ARMS TO BALANCE <input type="checkbox"/> IMPROPER TURN <input type="checkbox"/> WRONG NUMBER OF STEPS  <input type="checkbox"/> COULD NOT PERFORM TEST	<b>WHICH LEG RAISED</b> <input type="checkbox"/> LEFT <input type="checkbox"/> RIGHT  <input type="checkbox"/> PUTS FOOT DOWN <input type="checkbox"/> USES ARMS TO BALANCE <input type="checkbox"/> SWAYS WHILE BALANCING <input type="checkbox"/> HOPPING  <input type="checkbox"/> COULD NOT PERFORM TEST
OFFENDER REFUSED TO PERFORM THE FOLLOWING <input type="checkbox"/> H.G.N. <input type="checkbox"/> WALK AND TURN <input type="checkbox"/> ONE LEG STAND	

**NOTES:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ARRESTING OFFICER(S) _____	ZONE CAR _____	DISTRICT/UNIT _____
ASSISTING OFFICER(S) _____	ZONE CAR _____	DISTRICT/UNIT _____



OHIO DEPARTMENT OF PUBLIC SAFETY
BUREAU OF MOTOR VEHICLES

REPORT OF LAW ENFORCEMENT OFFICER ADMINISTRATIVE LICENSE SUSPENSION /
NOTICE OF POSSIBLE CDL DISQUALIFICATION / IMMOBILIZATION / FORFEITURE

Form with fields for A. NAME, DRIVER LICENSE #, CLASS, STATE, CURRENT STREET ADDRESS, CITY, OHIO COUNTY OF RESIDENCE, STATE, ZIP CODE, DATE OF BIRTH, SOCIAL SECURITY #, 4 DIGIT COURT CODE, COUNTY OF VIOLATION, DATE OF VIOLATION, TIME OF VIOLATION, PLACE OF TEST, VIN, DATE OF REFUSAL OR TEST, TIME OF REFUSAL OR TEST, YEAR, MAKE, LICENSE PLATE #, TYPE PLATE, STATE, VEHICLE OWNER'S NAME, DATE OF BIRTH, STREET ADDRESS, CITY, STATE, ZIP CODE, VEHICLE STORED AT (STREET ADDRESS), CITY.

B. Officer to Complete for All OVI / Physical Control Arrests:

Circle arrest type: OVI Physical Control

The driver:

- Refused to submit to test (s).
Submitted to test (s) 0. % alcohol test result
Circle test type for which results were reported:
Whole Blood, Breath, Urine, Blood Serum, or Blood Plasma
Was placed under an Administrative License Suspension (R.C. 4511.191)
License was seized
Offender was provided a copy of this form at the time of arrest.

I requested the driver, by reading advice on the back, to submit to a chemical test (s) for alcohol and / or for the presence of any controlled substance or metabolite. My reasonable grounds for OVI / Physical Control arrest before test were:

- Subject tested for controlled substance or metabolite. Circle test type for which controlled substance or metabolite results were reported: Urine, Whole Blood, Blood Serum, or Blood Plasma.
Specify controlled substance and / or metabolite results:
Subject tested positive for prohibited level of marijuana metabolite (specify amount) and was under the influence of alcohol and / or a drug of abuse.
Alcohol, controlled substance or metabolite test result received on. Subject served with notice of Administrative License Suspension on.
Reasonable means officer used to ensure offender submitted to a chemical test were:

C. Officer to Complete Applicable Vehicle Sanctions:

- License plate(s) seized
Vehicle seized under R.C. 4511.195 (OVI)

- Vehicle seized under R.C. 4510.41 only (DUS or wrongful entrustment of a motor vehicle) If so, Do not mail this form to the BMV
Vehicle subject to immobilization
Vehicle subject to forfeiture

D. Officer to Complete if Offender is the holder of a commercial driver license or was Operating a Commercial Vehicle:

- Read and showed advice to offender (R.C. 4506.17)
Refused to submit to test(s)
Submitted to test(s) 0. % alcohol test result
(Circle One) Whole Blood, Breath, Urine, Blood Serum, or Blood Plasma
Prohibited Alcohol Content without OVI charge

- Prohibited Alcohol Content with OVI charge
Commercial vehicle per definition (R.C. 4506.01(E))
24-hour out-of-service order
CDL to be disqualified
CDL seized
Hazardous material
Operated a commercial vehicle under the influence of a controlled substance

E. The advice on the back of this form was read to me and I have received a copy of this form.

X DRIVER'S SIGNATURE
REFUSED TO SIGN

F. Complete Below Only for an OVI / Physical Control ARREST:

We, the undersigned, certify that the advice prescribed by the General Assembly (under R.C. 4511.191 and R.C. 4511.192), was shown to the person under arrest and read to him or her in the presence of the arresting officer and one other person.

X ARRESTING OFFICER'S SIGNATURE

OHIO ENFORCEMENT AGENCY N.C.I.C. #

OFFICER'S BUSINESS STREET ADDRESS

X WITNESS'S SIGNATURE

CITY STATE ZIP CODE

COMPLETE BELOW ONLY ON OVI ARREST, PHYSICAL CONTROL ARREST, OR ARREST INVOLVING COMMERCIAL VEHICLE. AFFIDAVIT OF ARRESTING OFFICER:

STATE OF OHIO, COUNTY OF

I certify I arrested the person, having had reasonable grounds to believe the person was operating a vehicle upon a highway, or upon public or private property used by the public for vehicular travel or parking in the State of Ohio, under the influence of alcohol and / or drugs of abuse, in physical control of a vehicle while under the influence of alcohol and / or drugs of abuse, or with a prohibited concentration of alcohol in the whole blood, blood serum, blood plasma, breath, or urine. I advised the person in the prescribed manner of the consequences of a refusal or a test. The person either refused the test, or was under arrest for OVI and took the test and had a prohibited concentration of alcohol in the whole blood, blood serum, blood plasma, breath, or urine (all as described above). In the case of a commercial vehicle (if applicable) I had reasonable grounds to believe the person was driving a commercial motor vehicle in the State of Ohio in violation of section 4506.15 of the Ohio Revised Code. The information contained on this form is true to the best of my knowledge and belief.

X ARRESTING OFFICER SIGNATURE

X PEACE OFFICER SIGNATURE

Sworn to before me this day of 20

X NOTARY PUBLIC'S SIGNATURE

X DEPUTY CLERK OF COURT'S SIGNATURE

City of

**CONSEQUENCES OF TEST AND REFUSAL (R.C. 4511.192) (MUST BE READ TO OVI / PHYSICAL CONTROL OFFENDER)**

"You now are under arrest for *(specifically state the offense under state law or a substantially equivalent municipal ordinance for which the person was arrested)* operating a vehicle under the influence of alcohol, a drug, or a combination of them; operating a vehicle while under the influence of a listed controlled substance or a listed metabolite of a controlled substance; operating a vehicle after underage alcohol consumption; or having physical control of a vehicle while under the influence. "If you refuse to take any chemical test required by law, your Ohio driving privileges will be suspended immediately, and you will have to pay a fee to have the privileges reinstated. If you have a commercial driver license and refuse to submit to the test or tests you will immediately be placed out-of-service for twenty-four hours; you will be disqualified from operating a commercial motor vehicle for a period of not less than one year; and you will be required to surrender your commercial driver license to me."

"If you have a prior conviction of OVI, OVUAC, or operating a vehicle while under the influence of a listed controlled substance or a listed metabolite of a controlled substance under state or municipal law within the preceding twenty years, you now are under arrest for state OVI, and if you refuse to take a chemical test, you will face increased penalties if you subsequently are convicted of the state OVI."

"If you have previously pled guilty or been convicted of two or more OVI'S, OVUAC's, or equivalent offenses in the previous ten years, or pled guilty or been convicted of five or more OVI'S, OVUAC's, or equivalent offenses in the previous twenty years, or pled guilty or been convicted of a felony of any of the above violations, and you refuse to submit to a chemical test required by law, I am authorized to use whatever reasonable means are necessary to ensure that you submit to a chemical test."

*(Read this part unless the person is under arrest for solely having physical control of a vehicle while under the influence.)* "If you take any chemical test required by law and are found to be at or over the prohibited amount of alcohol, a controlled substance, or a metabolite of a controlled substance in your whole blood, blood serum or plasma, breath, or urine as set by law, your Ohio driving privileges will be suspended immediately, and you will have to pay a fee to have the privileges reinstated."

"If you take a chemical test, you may have an independent chemical test taken at your own expense."

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**CONSEQUENCES OF TEST AND REFUSAL – OUT-OF-SERVICE (R.C. 4506.17) (MUST BE READ IN ADDITION TO THE ABOVE TO AN OFFENDER WHO IS THE HOLDER OF A COMMERCIAL DRIVER LICENSE OR IS DRIVING A COMMERCIAL VEHICLE)**

"I am a law enforcement officer; I have probable cause to stop or detain you. After investigating the circumstances, I have probable cause to believe you were operating a motor vehicle in violation of section 4506.15 of the Ohio Revised Code. I request that you submit to a test or tests of your blood, breath, or urine for the purpose of determining your alcohol concentration or the presence of any controlled substance. If you refuse to submit to the test or tests you will immediately be placed out-of-service for twenty-four hours; you will be disqualified from operating a commercial motor vehicle for a period of not less than one year; and you will be required to surrender your commercial driver license to me."

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**ADDITIONAL INFORMATION FOR OFFENDER**

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**IMMOBILIZATION OR FORFEITURE UPON OVI ARREST (R.C. 4511.195)**

If you have previously been convicted of operating a motor vehicle under the influence, OVI, (R.C. 4511.19), or similar municipal ordinance, the vehicle and its identification license plates may be seized. The vehicle may be towed and kept by the law enforcement agency or may be immobilized. The period of time for which the vehicle and license plates will be kept or immobilized may be at least until the initial appearance in court. At the initial appearance the court may order that the vehicle and license plates be returned or released to the vehicle owner until the disposition of the charge. If you are convicted of or plead guilty to OVI, the court may issue an order of immobilization of the vehicle and the impoundment of its license plates, or an order for the criminal forfeiture of the vehicle to the state. If you are not the vehicle owner you must immediately inform the owner that the vehicle and its license plates have been seized and that the owner may be able to obtain the return or release of the vehicle and plates at your initial appearance in court.

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**OFFENDERS ARRESTED FOR DRIVING UNDER SUSPENSION OR WRONGFUL ENTRUSTMENT OF A MOTOR VEHICLE (R.C. 4511.203)**

If you are charged for driving under an OVI suspension, (R.C. 4510.14), or wrongful entrustment of a motor vehicle, (R.C. 4511.203), the vehicle and identification plates may be seized, and the vehicle may be towed and kept by the law enforcement agency. Any period of seizure will be at least until your initial appearance in court. At the initial appearance the court may order the vehicle returned to you or released to the vehicle owner. If you are convicted of driving under suspension, or of wrongful entrustment of a vehicle, the court may issue an order of immobilization of the vehicle and impoundment of its license plates. Upon a third conviction of wrongful entrustment of a vehicle (R.C. 4511.203), of driving under suspension (R.C. 4510.11), or a municipal ordinance similar to one of the above, the court, upon your conviction may order the forfeiture of the vehicle. If you are not the owner, you should immediately inform the owner that the vehicle and the license plates have been seized and that the owner may be able to obtain the return or release of the vehicle and plates at your initial appearance in court.

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**IF YOU HAVE A COMMERCIAL DRIVER LICENSE OR YOU WERE OPERATING A COMMERCIAL VEHICLE:**

- A. To appeal your disqualification, you must prepare a WRITTEN request for an Administrative Hearing and submit the request by REGISTERED or CERTIFIED MAIL within 30 days of your refusal or test date (see reverse side). Mail your request to:  
Ohio Bureau of Motor Vehicles  
Attn.: CDL / OSP  
P.O. Box 16784  
Columbus, Ohio 43216-6784
- B. You may appeal this SUSPENSION in court at the time of your initial appearance. Even though you may appeal this suspension, your driving privileges will still be suspended.

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**NOTICE OF SUSPENSION (R.C. 4511.192)**

Independent of any penalties or sanctions imposed upon you pursuant to any other section of the Revised Code or municipal ordinance, your driver license or commercial driver license, permit, or nonresident operating privilege is now suspended. The suspension takes effect immediately. The suspension will last at least until your initial appearance on the charge, which will be held within five days after the date of this arrest or the issuance of a citation to you. You may appeal the suspension at the initial appearance before the court that hears the charges against you that resulted from the arrest, or during the period of time ending 30 days after that initial appearance.

**LENGTH OF SUSPENSION**

<b>FOR REFUSAL</b> (Based on prior refusals, convictions, and guilty pleas within 10 years)	<b>FOR PROHIBITED CONCENTRATION OF ALCOHOL</b> (Based on prior convictions and guilty pleas within 10 years)
No priors ..... 1 year	No priors ..... 90 days
One prior ..... 2 years	One prior ..... 1 year
Two priors ..... 3 years	Two priors ..... 2 years
Three or more priors ..... 5 years	Three priors ..... 3 years



**NHTSA STANDARDIZED FIELD SOBRIETY TESTING (SFST) PROFICIENCY TESTING RECORD**

Curriculum Code BAS-042

STUDENT NAME: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ SCHOOL NUMBER: \_\_\_\_\_

		Enter P or F Only	
SPO	ACTION	TEST #1	TEST #2
#1	<b>COMPLETE THE NHTSA STANDARDIZED FIELD SOBRIETY TESTING (SFST) TRAINING</b>		
	Earn at least an 80% on the NHTSA Post test		
	Administer the complete test battery, in an instructor's presence, without deleting or erroneously performing any of the critical administrative elements of the tests		
	<b>DEMONSTRATE ADMINISTRATION OF THE HORIZONTAL GAZE NYSTAGMUS SFST ON A TESTING SUBJECT</b>		
	Have subject remove glasses, if worn		
	Stimulus held in proper position (approximately 12"-15" from nose, just above eye level)		
	Check for equal pupil size and look for resting nystagmus		
	Check for equal tracking		
	Smooth movement from center of nose to maximum deviation in approximately 2 seconds and then back across subject's face to maximum deviation in right eye, then back to center. Check left eye, then right eye. Repeat		
	Eye held at maximum deviation for a minimum of 4 seconds (no white showing). Check left eye, then right eye. Repeat		
	Eye moved slowly (approximately 4 seconds) from center to a 45° angle. Check left eye, then right eye. Repeat		
	Check for Vertical Gaze Nystagmus. Repeat		
	<b>DEMONSTRATE ADMINISTRATION OF THE WALK AND TURN SFST ON A TESTING SUBJECT</b>		
	Instructions given from a safe position		
	Tells subject to place feet on a line in heel-to-toe manner (left foot behind right foot) with arms at sides and gives demonstration		
	Tells subject not to begin test until instructed to do so and asks if subject understands		
	Tells subject to take 9 heel-to-toe steps on the line and demonstrates		
	Explains and demonstrates turning procedure		
	Tells subject to return on the line taking 9 heel-to-toe steps		
	Tells subject to count steps out loud		
	Tells subject to look at feet while walking		
	Tells subject not to raise arms from sides		
	Tells subject not to stop once they begin		
	Asks subject if all instructions are understood		
	<b>DEMONSTRATE ADMINISTRATION OF THE ONE-LEG STAND SFST ON A TESTING SUBJECT</b>		
	Instructions given from a safe position		
	Tells subject to stand straight, place feet together, and hold arms at sides		
	Tells subject not to begin test until instructed to do so and asked if subject understands		
	Tells subject to raise one leg, either leg, approximately 6 inches from the ground, keeping raised foot parallel to the ground, and gives demonstration		
	Tells subject to keep both legs straight, arms at sides, and to look at elevated foot		
	Tells subject to count in the following manner: one thousand one, one thousand two, one thousand three, and so on until told to stop, and gives demonstration		
	Asks subject if all instructions are understood		
Checks actual time subject holds leg up (Time for 30 seconds.)			

INSTRUCTOR SIGNATURE \_\_\_\_\_ OPOTC #: \_\_\_\_\_ INSTRUCTOR SIGNATURE \_\_\_\_\_ OPOTC #: \_\_\_\_\_

INSTRUCTOR SIGNATURE \_\_\_\_\_ OPOTC #: \_\_\_\_\_ INSTRUCTOR SIGNATURE \_\_\_\_\_ OPOTC #: \_\_\_\_\_

COMMANDER/ADMINISTRATOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**NO STAMPS / ORIGINAL SIGNATURES ONLY**

# OVI/SFST Refresher

## Cleveland Division of Police



**Course Date:** [2025]

**Current Revision Date:** [September 17, 2024]

**Course Hours:** 8 hours

**Primary Audience:** C.D.P. Officers

**Module Goal:** *To update the Cleveland Division of Police O.V.I. Enforcement and a refresher for C.D.P. personnel in Administering NHTSA's S.F.S.T.*

## **SUBJECT MATTER EXPERT COMMITTEE**

**Charles Moten**, Patrol Officer Cleveland Division of Police –Accident Investigation unit

**Charles Lipscomb**, Patrol Officer Cleveland Division of Police, Traffic Unit

Curriculum Coordinator: Christopher Daley, Academy Instructor

## REFERENCES

DWI Detection and Standardized Field Sobriety Testing Refresher Course,  
Instructor Guide (February 2023 Curriculum), NHTSA

Cleveland Division of Police O.V.I. Enforcement Manual

Cleveland Division of Police O.V.I. Field Notes sheet

Ohio BMV 2255 (Revised April 2023)

Cleveland Division of Police GPO 8.2.04 – Sobriety Checkpoints

O.V.I. Interdiction Handbook, Ohio Department of Safety

## COURSE MATERIALS

### TEACHING AIDS

Erasable Board/Markers

Easel/Notepads

Lectern/Table

Other:

Student Handouts

Handout #1: **Field Note Sheet**

Handout #2: **BMV2255**

### INSTRUCTIONAL TECHNIQUES

Lecture

Group Discussion

Demonstration

Scenario-based Training

Individual Exercise

Hands-on Techniques

Problem-Solving

## LEARNING OBJECTIVES

At the end of this topic, the student will be able to:

1. Identify when an O.V.I. vehicle is to be seized.
2. Identify when a blood test is to be used.
3. Identify how long an officer must monitor an O.V.I. violator before administering the breath test.
4. Identify the time limit an officer has to administer a chemical test if a subject agrees.
5. Select the correct system so that all toxicology evidence must be pre-logged before being taken to the lab.
6. Identify the Cleveland Codified Ordinance Officers shall cite in all O.V.I. cases.
7. Identify the goal of using the Field Base Reporting system for O.V.I. arrest.
8. Pass the NHTSA/IACP Proficiency Examination with a minimum passing grade of 80%.
9. Demonstrate the Horizontal Gaze Nystagmus Test (H.G.N.)
10. Demonstrate the Walk and Turn Test (W.A.T.)
11. Demonstrate the One Leg Stand Test (O.L.S.)

### Class Size Considerations

**This course is a highly interactive learning experience. Participants need ample opportunities to practice applying their learning skills (e.g., observing, testifying, reporting, and administering the S.F.S.T.s). They also need individual attention during practice sessions.**

**The recommended maximum class size is 24 participants. At least two instructors should teach the classroom portion of the S.F.S.T. curriculum. Each instructor should be proficient in administering and interpreting the S.F.S.T.s and fully conversant with the S.F.S.T. curriculum.**

## INSTRUCTOR NOTES

### 1. Small Groups

- a. All small group discussions will be conducted in the same manner.
  - b. Divide the class into groups of 4-8 officers and have them work together to complete the assigned exercise.
  - c. Each group discussion will have a time block specific to that discussion.
  - d. Time blocks are listed in the instructor's column of this lesson plan.
  - e. Each group will be provided markers, an easel, and easel paper to write their answers.
  - f. Each group will select a person to speak for the group.
  - g. Ensure that a new person speaks for the group with each exercise
  - h. After completing their small group discussion and listing their answers on the easel paper, have them display it on the easel for the large group discussion.
  - i. Bring everyone back together as a large group. Have each group share their answers and facilitate a large group discussion with the entire class.
  - j. If students' answers are correct, express that they did a great job, quickly show the PowerPoint with the answer, and move on.
  - k. If students' answers are incorrect or partially correct, spend time explaining the correct answers and ensuring they understand why they answered the way they did and provided the correct answer.
2. Group Exercises—the group exercises box, located throughout the lesson plan, will contain detailed information about each exercise.
3. References – Information will also be located in the instructor note column.

## PREPARATION

<p>I Introduction</p> <p>A. Instructor – Welcome everyone to the training</p> <p>B. The instructor will introduce themselves:</p> <ol style="list-style-type: none"><li>1. Provide their law enforcement experience</li><li>2. Experience with topic</li><li>3. Any other pertinent information to build instructor credibility</li></ol> <p>C. Ensure</p> <ol style="list-style-type: none"><li>1. Everyone has signed in</li><li>2. Turns off or place their cell phone on silent</li></ol> <p>D. Remind all students that</p> <ol style="list-style-type: none"><li>1. Class participation is mandatory</li><li>2. Those who don't participate will be sent back to their command</li><li>3. To respect everyone's opinions</li></ol> <p>E. Course Introduction</p> <ol style="list-style-type: none"><li>1. <b>Explain:</b> It is imperative that our officers conduct a thorough investigation and document all O.V.I. evidence.</li><li>2. <b>Explain:</b> why the course is important to them.<ol style="list-style-type: none"><li>a. In 2019, there were 1,041 fatal crashes in Ohio. 351, or 30.4%, were alcohol-related.</li><li>b. Impaired driving is a danger to all of our citizens and the devastating effect it can have on the lives of its victims and their families</li><li>c. It is essential that an officer knows how to conduct O.V.I. investigations properly.</li></ol></li></ol>	<p><i>Intro – PPT #1</i></p> <p><i>List S.P.O. – PPT#2</i></p>
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<ul style="list-style-type: none"><li>d. If not, it could result in<ul style="list-style-type: none"><li>1. An offender going free</li><li>2. Officers looking incompetent in court</li><li>3. This will take away from the community bank account because the offender goes free, and the community will lack confidence in our officers.</li></ul></li><li>e. This training is essential because it will provide the officers</li><li>f. The knowledge and skill to confidently conduct O.V.I. enforcement.</li><li>g. The knowledge and skill to confidently testify in court for O.V.I. cases.</li><li>h. Officers arresting persons for O.V.I.-related offenses will record all information in the field-based reporting (FBR).</li><li>i. This will allow prosecutors to have advanced information about O.V.I. arrests previously unavailable.</li><li>j. A new O.V.I. Investigation Field Note Sheet has been created to help officers record O.V.I. evidence on the scene.</li><li>k. This sheet will allow officers to record their on-scene observations and will become part of the FBR Report.</li><li>l. A new O.V.I. Investigation Envelope has been created<ul style="list-style-type: none"><li>1. It has all the forms needed with direction</li><li>2. Directions for each form are on the envelope</li><li>3. All paperwork will be placed in it and delivered directly to the Court Sergeant.</li></ul></li><li>m. <b>Explain:</b> All of these things were done to make it easier for the officer in the field.</li></ul>	
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I. Student Performance Objectives

B. At the end of this topic, the student will be able to:

1. Identify when an O.V.I. vehicle is to be seized.
2. Identify when a blood test is to be used.
3. Identify how long an officer must monitor an O.V.I. violator before administering the breath test.
4. Identify the time limit an officer has to administer a chemical test if a subject agrees.
5. Select the correct system that all toxicology evidence must be pre-logged into before taking to the lab.
6. Identify the Cleveland Codified Ordinance officers shall cite in all O.V.I. cases.
7. Identify the goal of using the Field Base Reporting system for O.V.I. arrest.
8. Demonstrate the Horizontal Gaze Nystagmus Test (H.G.N.)
9. Demonstrate the Walk and Turn Test (W.A.T.)
10. Demonstrate the One Leg Stand Test (O.L.S.)

## LESSON PLAN

- I. Administer the D.W.I. Detection and Standardized Field Sobriety Testing Refresher Course Pre-Test
- II. Presentation of NHTSA 2023 D.W.I. Detection and Standardized Field Sobriety Testing Refresher Course.
- III. Administer the D.W.I. Detection and Standardized Field Sobriety Testing Refresher Course Post-Test

**Explain:** They have completed the NHTSA Standardized Field Sobriety Testing Refresher training. The remainder of their training is specific to the C.D.P. and is based on C.D.P. policy.

- I. Processing the Impaired Driver
  - A. The arrest decision must be based on the totality of the circumstances, including a combination of probable cause, reasonable suspicion, and an officer's observations.
  - B. The Standardized Field Sobriety Tests are good indicators of impairment.
  - C. Once roadside tests are completed and the suspect is arrested, officers must begin processing the O.V.I./OVI-related paperwork.
  - D. The following guide has been developed to assist officers in the timely processing the arrested person.
  - E. O.V.I. Field Notes Sheet
    1. The Cleveland Division of Police O.V.I. Field Notes sheet is designed to allow officers to document their initial observations of the vehicle in motion, personal contact with the driver, and evaluation of the driver during the S.F.S.T.s.

*This exam will be used to compare with the post-test to see if learning occurred*

*2023 NHTSA refresher training Instructor Guide*

*Cleveland Division of Police O.V.I. Enforcement Manual*

*Handout #1 (Field Note Sheet) Review with the class and answer any questions*

2. The field note sheet will become part of the FBR report. Officers should take sufficient notes to document all observations and evidence during the O.V.I. arrest process.

#### F. Vehicle Tow Supplement

1. The Vehicle Tow Supplement shall be completed for all vehicles towed in connection with OVI-related incidents.
2. It is recommended that officers tow vehicles in connection with an arrest.
3. Depending on the circumstances, the vehicle could be subject to immobilization, seizure, or forfeiture.
4. **Seizure of the vehicle: If the violator has one or two O.V.I. convictions within the last six years and is the owner, the vehicle shall be towed for an O.V.I. seizure.**
5. Forfeiture of the Vehicle: If the violator has three or more O.V.I. convictions within the last six years and is the owner, the vehicle shall be towed for O.V.I. forfeiture.
6. The Tow Channel (Channel 7) must be advised of the hold, and a notation must be made on the tow sheet.
7. If the violator does not have any O.V.I. convictions, the violator's vehicle may be towed, but do not place a hold on the vehicle.

**SPO #1**

#### G. Pre-Booking Sheet

1. The Division of Police FBR Pre-Booking sheet is to be used.
2. Officers will transport the arrested person to the Cuyahoga County jail.
3. Officers should be alert to arrested persons who exhibit signs of a high level of intoxication by alcohol and or drugs and should seek medical assistance if necessary.

H. Administrative License Suspension Form BMV2255

1. Officers must read and show the advice on the BMV225 form to all persons arrested for OVI-related offenses.
2. Instructions on how to fill out the form are attached to the front of each form.
3. Officers are reminded to complete the form and ensure accuracy before mailing it to the B.M.V.
4. Please refer to the following for clarification.
5. Section A:
  - a. "Place of Test"
  - b. is where the chemical test was administered
6. Section B:
  - a. "Reasonable grounds for O.V.I./Physical Control Arrest before the test" –You must indicate your probable cause for the arrest in the space indicated.
  - b. An Example is a Stop Sign Violation, the odor of an alcoholic beverage on the breath, and impairment indicated during the Walk and Turn Test.
  - c. **Do not** write "Results Pending" in section B or anywhere else on the form.
  - d. If you are waiting for the results of a urine or blood test, then you must hold the form and not forward it to the B.M.V.
  - e. Once results are available, you may complete the form and forward it.
7. Section C:
  - a. Vehicle sanctions must be indicated in this section.
  - b. To ascertain if a vehicle is to be seized,

**Handout #2  
BMV2255**

**Cleveland Division  
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officers will follow these guidelines:

- c. The arresting officer shall seize the vehicle that the O.V.I. offender was operating at the time of arrest and
- d. Its license plates if the vehicle is registered to the O.V.I. offender if either of the following applies:
  - i. The O.V.I. offender is arrested for O.V.I., and within six years of the alleged violation, the O.V.I. offender has previously been convicted of one or more O.V.I. offenses or
  - ii. The O.V.I. offender is arrested for O.V.I., and the O.V.I. offender was previously convicted of a felony O.V.I. offense, regardless of when the felony conviction occurred.
- e. At the time of the seizure of the vehicle, the officer who made the arrest shall give the arrested person written notice that the vehicle and its license plates have been seized;
- f. That the vehicle will be kept by the officer's law enforcement agency at least until the operator's initial appearance on the charge of the offense for which the arrest was made;
- g. That, at the initial appearance, the court, in certain circumstances, may order that the vehicle and license plates be released to the arrested person until the disposition of that charge and
- h. If the arrested person is convicted of that charge, the court generally must order the immobilization of the vehicle and the impoundment of its license plates or the forfeiture of the vehicle.

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8. Section D:

CLEVELAND POLICE ACADEMY

- a. Officers shall complete Section D if the offender was operating a commercial vehicle.
  - b. In all cases, the "Consequences of Test and Refusal-Out-of-Service" section must be read to the offender.
  - c. In the event the offender refuses the test(s), you must notify them that they are being placed out of service for 24 hours;
  - d. They will be disqualified for operating a commercial motor vehicle for a period of not less than one year;
  - e. They will be required to surrender their commercial driver's license to you.
  - f. Check the corresponding box.
  - g. Suppose the offender refuses to submit to a test or submits to a test that discloses a prohibited amount of alcohol or a controlled substance. In that case, their license is subject to disqualification.
  - h. Check the corresponding box.
  - i. The offender's commercial driver's license shall be seized and forwarded with the BMV2255 to the B.M.V.
  - j. Check the corresponding box.
9. Section E:
- a. After the advice on the back of the BMV2255 is read to the offender and a copy provided, officers will attempt to have the offender acknowledge this by signing section E.
  - b. If the offender refuses, check the corresponding box.
  - c. **Do not** write refused in the signature area or on the form.

10. Section F:

- a. The N.C.I.C. # for the Cleveland Division of Police is **C.L.P. 0**
- b. When entering the arresting officer's business address, you must provide the address of the district or unit of your assignment.
- c. After the arresting officer places his/her signature at the top of Section F, he/she must sign the BMV2255 in the presence of a Notary. The Notary is available at the Clerk of Courts.
- d. The NotaryNotary must complete the remaining portion and include their seal and date.
- e. Copies should be distributed as follows. Explain: "This will be reviewed in the Paperwork Distribution section":
- f. White: B.M.V. (use 2257 Envelope), include driver's license
- g. Canary - Law Enforcement
- h. Pink - Court
- i. Goldenrod - Offender

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**II. Breath Test Processing**

- A. Explain to the class that the breath test is the primary method of determining alcohol concentration.
- B. However, officers shall use one of the following alternative methods if a breath test cannot be administered (other than for a refusal).
  1. Urine
    - a. Shall be used when breath test equipment is unavailable or if drug use is suspected.
    - b. Specimen containers and transport bags are

with the district's O.I.C.s.

2. Blood

- a. **This method should only be used when breath and urine tests are unavailable or when medical treatment will likely last more than two hours.**
- b. If violators are dead, unconscious, or otherwise incapable of refusing, they are deemed not to have withdrawn consent; therefore, a blood sample may be obtained.

SPO#2

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C. Intoxilyzer 8000

- 1. The Intoxilyzer 8000 (I-8000) is the primary breath-testing device of the Cleveland Division of Police.
- 2. The Intoxilyzer 8000 is located at Public Safety Central in the Traffic Unit.
- 3. Only certified operators may use these devices.
- 4. **Remind officers that they SHALL monitor the O.V.I. violator for twenty minutes before administering the breath test.**
- 5. Officers cannot allow the violator to put anything into their mouth, including food, beverages, mints, gum, cigarettes, etc., prior to the test and during the observation time.
- 6. Officers will document the start and end of the observation time on the appropriate breath testing forms.

SPO#3

D. Explain to officers that in all cases where a chemical test is requested, the arresting officer should inform the offender that he or she has the right to conduct an independent chemical test at the offender's own expense.

E. Timing

- 1. Officers are required to read the Advice Warnings the person **must** consent to the chemical test or tests within **two hours** of the time of the alleged

violation,

2. If the person does not consent to the test or tests within that two-hour time limit, the failure to consent automatically constitutes a refusal to submit to the test or tests.
3. If the subject agrees to the chemical test, the arresting officer has **three hours** from the time of the alleged violation **to obtain** the blood, breath, or urine sample.
4. Any test results obtained outside the time limits can be used to support an O.V.I. charge with expert testimony.
5. The certified Breath Testing officer will complete and sign all related Breath Testing paperwork, which will then be given to the arresting officer(s).

F. The Cleveland Division of Police currently uses the assistance of other agencies to conduct breath testing for O.V.I. arrests: Bratenahl, C.S.U., O.S.P., Shaker Hts., Fairview, Lakewood, Lindale.

### III. Urine Evidence Collection Procedure

#### A. Safety

1. Officers shall provide a reasonably private area, such as a bathroom, for the suspect to submit his/her urine sample.
2. Officer safety and suspect control are paramount and shall be the officer's primary focus.

B. Officers shall use the urine specimen tube, biohazard bag, exam gloves, and tamper-evident tape when collecting urine samples from an O.V.I. suspect.

C. Officers shall complete the white section with the suspect's name, collection date and time, location of the violation/accident, officer's initials, and badge number.

D. The officer shall mark the tamper-evident tape with the officer's initials and badge number.

E. The tamper-evident tape shall be placed over the tightened

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**Examples will be  
shown in class.**

cap so as not to obscure the incident information on the specimen tube.

**F. All toxicology evidence submitted during regular and nonworking work hours must be pre-logged into iPortal before being brought to the laboratory.** A printed or electronic 'Evidence List' from iPortal must be presented with evidence.

1. All toxicology specimens must be appropriately identified, packaged, and sealed. Cuyahoga County Regional Forensic Science Laboratory (C.C.R.F.S.L.) will not accept improperly packaged specimens.
2. All blood and urine containers shall be sealed in a manner that tampering can be detected and have a label that contains at least the following Information:
  - a. Name of the individual whose sample is being submitted
  - b. Date and time of collection, Name or initials of the person collecting the sample
  - c. Name or initials of the person sealing the sample
3. To be accepted for testing, specimens must meet the minimum criteria above, and the submitting agency is contacted to retrieve the submission(s).

#### **IV. Submission of Urine Evidence:**

- A. All urine and blood evidence collected in connection with arrests for Operating a Vehicle while under the Influence (O.V.I.) shall be transported to the (C.C.R.F.S.L.) for analysis.
- B. As of 1/2/24, they only accept evidence from 0700 to 1700, and all evidence must be kept in the evidence refrigerator at their respective districts (DN-23-372).
- C. Officers transporting evidence to be submitted to C.C.R.F.S.L. for analysis shall enter the ambulance entry, where the receiving agent can view and record the officer's presence via a security camera.

**SPO#5**

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- D. Upon the police vehicle being admitted into the secured area, the officer shall check-in and transfer the O.V.I. evidence to the receiving agent.
- E. Please let the students know that blood and urine results from the hospital can be subpoenaed, or a search warrant can be issued.

V. Uniform Traffic Citation (U.T.T.)

- A. A.L.S. suspension - filled out the U.T.T. completely, and officers will set the court date for five days from the date of arrest
- B. In addition to the established procedures related to the U.T.T., members shall:
  - 1. Strike out the word "Crash" in the Crash Report Number section.
  - 2. Write the complete R.M.S. report number in the "Crash Report Number:" section.
  - 3. Include the complete R.M.S. report title in the remarks section.
- C. In all cases, **officers shall cite for 433.01a1**: (a) No person shall operate any vehicle within this City if, at the time of operation, any of the following apply:
  - 1. The person is under the influence of alcohol, a drug of abuse, or a combination of them unless they are being arrested for a Felony O.V.I.
  - 2. Officers shall additionally cite any chemical evidence that is found to be above the "per se" level, .08.
  - 3. Set court dates within five days from the date of issuance.
  - 4. Depending on the violator's age, the test type, and the results, violators shall be cited for additional charges as listed below.

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**SPO#6**

**Felony O.V.I. will  
be discussed later  
in the lesson plan.**

5. Because the urine and blood test results are unknown, officers shall complete the citation assuming the alcohol content is above the statutory level of presumed impairment.
6. Officers will use the following codes to indicate which section of the City of Cleveland Municipal Ordinance or Ohio revised Code was violated.

Age of Violator	Type of Test	Results	Charge
All ages	Refusal	N/A	CCO 433.01 (a) (1)
21 and over	Breath	.08 or more but less than .17	CCO 433.01 (a) (4)
21 and over	Urine	.11 or more but less than .238	CCO 433.01 (a) (5)
21 and over	Blood(whole)	.08% or more but less than .17%	CCO 433.01 (a) (2)
21 and over	Blood(whole)	.17% or more	CCO 433.01 (a) (6)
21 and over	Breath	.17 or more	CCO 433.01 (a) (8)
21 and over	Urine	.238 or more	CCO 433.01 (a) (9)
21 and over	Blood serum or plasma	.96 or more but less than .204	CCO 433.01 (a)(3)
21 and over	Blood serum or plasma	.204 or more	CCO 433.01(a)(7)
Under 21	Breath	.02 but less than .08	CCO 433.01 (b)(3)
Under 21	Urine	.028 but less than .11	CCO 433.01 (b)(4)
Under 21	Blood	.02% but less than .08%	CCO 433.01 (b)(1)

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**Drug per-se chemical tests-Juvenile and Adult**

DRUG	URINE	Whole Blood/ Serum/Plasma	4511.19(j)
Amphetamine	> 500ng/mL	>100 ng/mL	(J)(1)
Cocaine	>150ng/mL	>50 ng/mL	(J)(2)
Cocaine Metabolite	> 150ng/mL	>50 ng/mL	(J)(3)
Heroin	>2000ng/mL	>50 ng/mL	(J)(4)
Heroin Metabolite 6 monoacetyl morphine	> 10ng/mL	>10 ng/mL	(J)(5)
L.S.D.	>25ng/mL	>10 ng/mL	(J)(6)
Marihuana	>10ng/mL	>2 ng/mL	(J)(7)
Marihuana Metabolite	>15ng/mL	>5 ng/mL	(J)(8)(I)
Marihuana Metabolite	>35ng/mL	>50 ng/mL	(J)(8)(II)
Methamphetamine	>500ng/mL	>100 ng/mL	(J)(9)
Phencyclidine	>25ng/mL	>10 ng/mL	(J)(10)

VI. FBR Reporting Procedures

- A. **The goal of using the FBR Reporting system for O.V.I. arrests is to provide officers with a method of collecting all O.V.I.-related evidence and describing the incident clearly and concisely.**
- B. It will also provide the Prosecutor's Office and Detective Bureaus with this Information more expediently.
- C. Members shall complete an FBR report for all O.V.I. arrests.
- D. The O.V.I. The field Notes Sheet and the Vehicle/Tow Supplement shall be added as attachments to the FBR Report.
- E. **Please stress to students** that the Field Notes Sheet is their probable cause for the stop and must be included in the report.
- F. Document the incident using the basic FBR reporting format and the pre-arrest events leading up to the arrest and post-arrest activities in the narrative portion of the report.
- G. The FBR report narrative section shall include all of the following when applicable.
  - 1. Pre-arrest actions include, but are not limited to:
    - a. Reasonable articulable suspicion for the traffic stop.
    - b. Date, time, and location of offense and traffic stop.
    - c. Intoxication indicators:
      - i. Before attempting the traffic stop
        - a. Problems in maintaining proper lane position
        - b. Speed and braking problems
        - c. Vigilance problems
        - d. Judgment problems

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- ii. While pulling over and before contact with the driver
    - a. Tries to flee
    - b. Slow response
    - c. Sudden stop
    - d. Strikes curb
  - iii. During contact with the driver.
    - a. Bloodshot eyes
    - b. Slurred speech
    - c. Admits to drinking
    - d. Odor of alcohol
  - d. Detailed descriptions of any Standardized Field Sobriety Testing (S.F.S.T.) used.
    - i. Who administered the S.F.S.T.
    - ii. When (date and time) the S.F.S.T. was administered.
    - iii. The location where the S.F.S.T. was administered
    - iv. All indicators of impairment during S.F.S.T.
  - e. Any failures to follow instructions.
  - f. Any refusals to cooperate.
2. Post-arrest actions include, but are not limited to:
- a. Offender Statements
  - b. Miranda Warnings Given
  - c. Disposition of the vehicle (e.g., towed, released, etc.).
  - d. Bureau of Motor Vehicles (B.M.V.) Form

2255 Administrative License Suspension

- i. Who read BMV 2255 to the offender
  - ii. When (date and time) BMV 2255 was read to the offender
  - iii. Where BMV 2255 was read to the offender (e.g., B.A.C. room, hospital, etc.)
  - iv. Who was the witnessing officer(s)
  - v. Indicate if the offender understood the BMV 2255 and any clarification.
  - vi. Who notarized the BMV 2255 and when (date and time)
- e. Testing (Blood, Breath, or Urine)
- i. Type of test chosen
  - ii. Was the test refused? If so, indicate when (date and time) the refusal occurred.
  - iii. Who administered the test
  - iv. When (date and time) the test was administered
  - v. Where the test was administered
  - vi. Witnesses to the test
  - vii. Results of the test, if available, or where the sample was forwarded
- f. Any failures to follow instructions
- g. Any refusals to cooperate

H. **Explain** to the class that their FBR report may be the only document a prosecutor has available to make decisions about prosecution.

VII. Please stress to the students that the following documents must be attached to the FBR report and their Field Notes Sheet.

- A. Alcohol Observations Form
- B. Ticket
- C. Crash Report
- D. Prosecutor's Probable Cause Sheet - Members shall complete the Prosecutor's Probable Cause Sheet for all O.V.I. arrests

VIII. Felony O.V.I. Processing

A. Certain prior convictions make O.V.I. a felony.

1. Three or more O.V.I. convictions in the last six years,
2. Any prior felony O.V.I.,
3. Any previous conviction in the last six years for O.V.I. related to the current O.V.I. makes it a felony.
  - a. Involuntary Manslaughter,
  - b. Aggravated Vehicular Homicide,
  - c. Vehicular Homicide or
  - d. Aggravated Vehicular Assault
4. If prior convictions exist to warrant a charge of felony O.V.I., citations are **not issued** to the violator for OVI/DUI.
5. The citation shall be **filled out**, and the white, green, pink, and yellow copies shall be forwarded to the District Detective Bureau in the O.V.I. Investigation Envelope.
6. If a felony is warranted, the detectives shall hold the citations
7. They shall not issue them to the prosecutor
8. If there is no felony, the detectives can issue the

- completed pre-written citation with all the correct information to the prosecutor.
9. Arresting officers shall check LEADS to ascertain prior convictions.
  10. If LEADS is down, or the offender has a fresh conviction that has not shown up, the offender shall be charged with ONLY a misdemeanor.
  11. If it is later learned that a felony charge is appropriate, the detectives shall nullify the misdemeanor and make a felony charge, provided the case has not yet been disposed of.
  12. The FBR report must include the particulars of the prior conviction in the narrative.
  13. District Detectives will be responsible for obtaining a current LEADS printout of the violator and the vehicle involved to aid in their investigation.
  14. A copy of the FBR report shall be placed inside the O.V.I. Investigation Envelope before forwarding to the Detective Bureau.

## IX. Paperwork Distribution

- A. Booking Information is to be forwarded to the County Jail.
  1. Pre-Booking Sheet
  2. UTT
- B. OVI Processing Envelope: Routed to the Court Seargent Office for delivery to the Municipal Prosecutor's Office and routed to the District Detective Bureau for Felony O.V.I. processing.
  1. O.V.I. Field Notes Sheet (Original)
  2. Copy of Pre-Booking Information
  3. Prosecutor's Probable Cause Sheet
  4. BMV2255 (Notarized)  
Canary & Pink Copy
  5. Breath Testing Documentation
    - a. Intoxilizer 8000
  6. Copy of iPortal entry
  7. Copy of Uniform Traffic Ticket
  8. Copy of OH-1 Crash Report

- C. FBR Report – ensure the following paperwork is attached:
1. The O.V.I. Field Notes Sheet
  2. Vehicle Tow Supplement
  3. UTT
  4. BMV 2255
  5. Forward Chain of Command
  6. Include a copy in O.V.I. Envelope if processing as a Felony O.V.I.

**X. Pre-Trial Preparation**

1. Officers are encouraged to review all evidence with the Municipal Prosecutor's Office before trial.
2. Officers may also direct O.V.I. questions and review Standardized Field Sobriety Testing by contacting the Police Academy.
3. Please stress to the students the importance of conferring with the prosecutor and responding to subpoenas.

**XI. Assessing Participant Proficiency**

1. Only certified OPOTA SFST instructors will conduct the practical testing of officers.
2. Instructors must decide whether individual participants are proficient with the S.F.S.T.s. This is accomplished by the following:
  - a. All participants will participate in proficiency testing.
  - b. If they fail the testing, they will be given remedial training and be allowed a second attempt at the test.
  - c. The lesson plan for Session 4 (Written Examination and Program Conclusion), 2023 NHTSA refresher training Instructor Guide, sets forth the procedure for testing each participant's ability to administer the three S.F.S.T.s properly.

**S.P.O. #8-10**

- d. Passing this proficiency requires participants to administer the complete S.F.S.T.s without deleting or erroneously performing any of the administrative elements of the tests.
3. The instructor will use the OPOTA NHTSA Standardized Field Sobriety Testing Proficiency Testing Form to assess the officer's proficiency.

**Attachment #1**

## XII. CONCLUSION

- A. Summarize material
- B. Answer any questions
- C. Dismiss the class

# HANDOUT #1 -

## CLEVELAND DIVISION OF POLICE OVI FIELD NOTES

INCIDENT NUMBER: _____ DATE: _____ TIME: _____	<b>VEHICLE</b>
LOCATION: _____	MAKE: _____
OFFENDER'S NAME: _____ BIRTH DATE: _____	MODEL: _____
DRIVER'S LICENSE / ID NUMBER: _____ STATE: _____	VIN: _____
OFFICER ADMINISTERING S.F.S.T.: _____	PLATE: _____ STATE: _____

**REASON FOR CONTACT**     TRAFFIC VIOLATION     TRAFFIC ACCIDENT     CHECK POINT

**CHECK THE OBSERVED PRIMARY TRAFFIC VIOLATION OR VIOLATION FROM A TRAFFIC ACCIDENT**

WEAVING     SPEEDING     IMPEDING THE FLOW OF TRAFFIC     FAILURE TO YIELD AT LEFT TURN

OPERATING ON WRONG SIDE OF ROAD     FAILURE TO CONTROL     HEADLIGHTS REQUIRED

RED LIGHT VIOLATION     STOP SIGN VIOLATION     OTHER: \_\_\_\_\_

**OBSERVATIONS:**     BLOODSHOT EYES     SLURRED SPEECH     TALKATIVE     SLEEPY     INSULTING

**ODOR OF AN ALCOHOLIC BEVERAGE OR DRUGS:**     STRONG     MODERATE     FAINT     NONE

**OTHER OBSERVATIONS:** \_\_\_\_\_

### HORIZONTAL GAZE NYSTAGMUS

<b>PUPIL SIZE:</b> <input type="checkbox"/> UNEQUAL <input type="checkbox"/> EQUAL	<b>LACK OF SMOOTH PURSUIT</b> <input type="checkbox"/> LEFT EYE <input type="checkbox"/> RIGHT EYE	<b>VERTICAL GAZE NYSTAGMUS</b> <input type="checkbox"/> YES <input type="checkbox"/> NO
<b>RESTING NYSTAGMUS:</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	<b>DISTINCT AND SUSTAINED NYSTAGMUS AT MAXIMUM DEVIATION</b> <input type="checkbox"/> LEFT EYE <input type="checkbox"/> RIGHT EYE	<b>EYES</b> <input type="checkbox"/> NORMAL <input type="checkbox"/> BLOODSHOT <input type="checkbox"/> WATERY
<b>TRACKING:</b> <input type="checkbox"/> UNEQUAL <input type="checkbox"/> EQUAL	<b>ONSET OF NYSTAGMUS PRIOR TO 45 DEGREES</b> <input type="checkbox"/> LEFT EYE <input type="checkbox"/> RIGHT EYE	

### WALK AND TURN

### ON LEG STAND

<b>INSTRUCTION STAGE</b> <input type="checkbox"/> COULD NOT KEEP BALANCE <input type="checkbox"/> STARTS TOO SOON <b>WALKING STAGE</b> <input type="checkbox"/> STOPS WHILE WALKING <input type="checkbox"/> MISSES HEEL TO TOE <input type="checkbox"/> STEPS OFF LINE <input type="checkbox"/> USES ARMS TO BALANCE <input type="checkbox"/> IMPROPER TURN <input type="checkbox"/> WRONG NUMBER OF STEPS  <input type="checkbox"/> COULD NOT PERFORM TEST	<b>WHICH LEG RAISED</b> <input type="checkbox"/> LEFT <input type="checkbox"/> RIGHT  <input type="checkbox"/> PUTS FOOT DOWN <input type="checkbox"/> USES ARMS TO BALANCE <input type="checkbox"/> SWAYS WHILE BALANCING <input type="checkbox"/> HOPPING  <input type="checkbox"/> COULD NOT PERFORM TEST  <b>OFFENDER REFUSED TO PERFORM THE FOLLOWING</b> <input type="checkbox"/> H.G.N. <input type="checkbox"/> WALK AND TURN <input type="checkbox"/> ONE LEG STAND
---	--

**NOTES:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ARRESTING OFFICER(S) _____	ZONE CAR _____	DISTRICT/UNIT _____
ASSISTING OFFICER(S) _____	ZONE CAR _____	DISTRICT/UNIT _____

# HANDOUT #2- Front



OHIO DEPARTMENT OF PUBLIC SAFETY  
BUREAU OF MOTOR VEHICLES

## REPORT OF LAW ENFORCEMENT OFFICER ADMINISTRATIVE LICENSE SUSPENSION / NOTICE OF POSSIBLE CDL DISQUALIFICATION / IMMOBILIZATION / FORFEITURE

A. NAME		DRIVER LICENSE #	CLASS	STATE
CURRENT STREET ADDRESS (AS VERIFIED BY OFFICER)				
CITY		OHIO COUNTY OF RESIDENCE	STATE	ZIP CODE
DATE OF BIRTH	SOCIAL SECURITY #	4 DIGIT COURT CODE	COUNTY OF VIOLATION	
DATE OF VIOLATION	TIME OF VIOLATION	PLACE OF TEST	VIN	
DATE OF REFUSAL OR TEST	TIME OF REFUSAL OR TEST	YEAR	MAKE	LICENSE PLATE #
				TYPE PLATE
				STATE
VEHICLE OWNER'S NAME		DATE OF BIRTH	STREET ADDRESS	
CITY	STATE		ZIP CODE	
VEHICLE STORED AT (STREET ADDRESS)			CITY	

**B. Officer to Complete for All OVI / Physical Control Arrests:**  
Circle arrest type: OVI Physical Control

The driver:

<input type="checkbox"/> Refused to submit to test (s). <input type="checkbox"/> Submitted to test (s) @ _____ % alcohol test result <input type="checkbox"/> Circle test type for which results were reported: Whole Blood, Breath, Urine, Blood Serum, or Blood Plasma <input type="checkbox"/> Was placed under an Administrative License Suspension (R.C. 4511.191) <input type="checkbox"/> License was seized <input type="checkbox"/> Offender was provided a copy of this form at the time of arrest.	I requested the driver, by reading advice on the back, to submit to a chemical test (s) for alcohol and / or for the presence of any controlled substance or metabolite. My reasonable grounds for OVI / Physical Control arrest before test were: _____ <input type="checkbox"/> Subject tested for controlled substance or metabolite. Circle test type for which controlled substance or metabolite results were reported: Urine, Whole Blood, Blood Serum, or Blood Plasma. <input type="checkbox"/> Specify controlled substance and / or metabolite results: _____ <input type="checkbox"/> Subject tested positive for prohibited level of marijuana metabolite _____ (specify amount) and was under the influence of alcohol and / or a drug of abuse. <input type="checkbox"/> Alcohol, controlled substance or metabolite test result received on _____ Subject served with notice of Administrative License Suspension on _____ <input type="checkbox"/> Reasonable means officer used to ensure offender submitted to a chemical test were: _____
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**C. Officer to Complete Applicable Vehicle Sanctions:**

<input type="checkbox"/> License plate(s) seized <input type="checkbox"/> Vehicle seized under R.C. 4511.195 (OVI)	<input type="checkbox"/> Vehicle seized under R.C. 4510.41 only (DUS or wrongful entrustment of a motor vehicle) if so, Do not mail this form to the BMV <input type="checkbox"/> Vehicle subject to immobilization <input type="checkbox"/> Vehicle subject to forfeiture
---	--

**D. Officer to Complete if Offender is the holder of a commercial driver license or was Operating a Commercial Vehicle:**

<input type="checkbox"/> Read and showed advice to offender (R.C. 4506.17) <input type="checkbox"/> Refused to submit to test(s) <input type="checkbox"/> Submitted to test(s) @ _____ % alcohol test result (Circle One) Whole Blood, Breath, Urine, Blood Serum, or Blood Plasma <input type="checkbox"/> Prohibited Alcohol Content without OVI charge	<input type="checkbox"/> Prohibited Alcohol Content with OVI charge <input type="checkbox"/> Commercial vehicle per definition (R.C. 4506.01(E)) <input type="checkbox"/> 24-hour out-of-service order <input type="checkbox"/> CDL to be disqualified <input type="checkbox"/> CDL seized <input type="checkbox"/> Hazardous material <input type="checkbox"/> Operated a commercial vehicle under the influence of a controlled substance
--	---

**E. The advice on the back of this form was read to me and I have received a copy of this form.**

X \_\_\_\_\_  REFUSED TO SIGN  
DRIVER'S SIGNATURE

**F. Complete Below Only for an OVI / Physical Control ARREST:**  
We, the undersigned, certify that the advice prescribed by the General Assembly (under R.C. 4511.191 and R.C. 4511.192), was shown to the person under arrest and read to him or her in the presence of the arresting officer and one other person.

X _____ ARRESTING OFFICER'S SIGNATURE	OHIO _____ ENFORCEMENT AGENCY N.C.I.C. #
X _____ WITNESS'S SIGNATURE	_____ OFFICER'S BUSINESS STREET ADDRESS
	_____ CITY STATE ZIP CODE

**COMPLETE BELOW ONLY ON OVI ARREST, PHYSICAL CONTROL ARREST, OR ARREST INVOLVING COMMERCIAL VEHICLE. AFFIDAVIT OF ARRESTING OFFICER:**  
STATE OF OHIO, COUNTY OF \_\_\_\_\_  
I certify I arrested the person, having had reasonable grounds to believe the person was operating a vehicle upon a highway, or upon public or private property used by the public for vehicular travel or parking in the State of Ohio, under the influence of alcohol and / or drugs of abuse, in physical control of a vehicle while under the influence of alcohol and / or drugs of abuse, or with a prohibited concentration of alcohol in the whole blood, blood serum, blood plasma, breath, or urine. I advised the person in the prescribed manner of the consequences of a refusal or a test. The person either refused the test, or was under arrest for OVI and took the test and had a prohibited concentration of alcohol in the whole blood, blood serum, blood plasma, breath, or urine (all as described above). In the case of a commercial vehicle (if applicable) I had reasonable grounds to believe the person was driving a commercial motor vehicle in the State of Ohio in violation of section 4506.15 of the Ohio Revised Code. The information contained on this form is true to the best of my knowledge and belief.

X _____ ARRESTING OFFICER SIGNATURE	X _____ PEACE OFFICER SIGNATURE
Sworn to before me this _____ day of _____ 20____	X _____ NOTARY PUBLIC'S SIGNATURE
X _____ DEPUTY CLERK OF COURT'S SIGNATURE	City of _____

BMV 2255 4/17 [760-1005] **PUBLIC** White / Original - BMV    Cyan - Law Enforcement    Pink - Court    Goldrod - Offender

## HANDOUT #2- Back

### CONSEQUENCES OF TEST AND REFUSAL (R.C. 4511.192) (MUST BE READ TO OVI / PHYSICAL CONTROL OFFENDER)

"You now are under arrest for (specifically state the offense under state law or a substantially equivalent municipal ordinance for which the person was arrested) operating a vehicle under the influence of alcohol, a drug, or a combination of them; operating a vehicle while under the influence of a listed controlled substance or a listed metabolite of a controlled substance; operating a vehicle after underage alcohol consumption; or having physical control of a vehicle while under the influence. If you refuse to take any chemical test required by law, your Ohio driving privileges will be suspended immediately, and you will have to pay a fee to have the privileges reinstated. If you have a commercial driver license and refuse to submit to the test or tests you will immediately be placed out-of-service for twenty-four hours; you will be disqualified from operating a commercial motor vehicle for a period of not less than one year, and you will be required to surrender your commercial driver license to me."

"If you have a prior conviction of OVI, OVUAC, or operating a vehicle while under the influence of a listed controlled substance or a listed metabolite of a controlled substance under state or municipal law within the preceding twenty years, you now are under arrest for state OVI, and if you refuse to take a chemical test, you will face increased penalties if you subsequently are convicted of the state OVI."

"If you have previously pled guilty or been convicted of two or more OVFS, OVUAC's, or equivalent offenses in the previous ten years, or pled guilty or been convicted of five or more OVFS, OVUAC's, or equivalent offenses in the previous twenty years, or pled guilty or been convicted of a felony of any of the above violations, and you refuse to submit to a chemical test required by law, I am authorized to use whatever reasonable means are necessary to ensure that you submit to a chemical test."

(Read this part unless the person is under arrest for solely having physical control of a vehicle while under the influence.) "If you take any chemical test required by law and are found to be at or over the prohibited amount of alcohol, a controlled substance, or a metabolite of a controlled substance in your whole blood, blood serum or plasma, breath, or urine as set by law, your Ohio driving privileges will be suspended immediately, and you will have to pay a fee to have the privileges reinstated."

"If you take a chemical test, you may have an independent chemical test taken at your own expense."

### CONSEQUENCES OF TEST AND REFUSAL – OUT-OF-SERVICE (R.C. 4506.17) (MUST BE READ IN ADDITION TO THE ABOVE TO AN OFFENDER WHO IS THE HOLDER OF A COMMERCIAL DRIVER LICENSE OR IS DRIVING A COMMERCIAL VEHICLE)

"I am a law enforcement officer; I have probable cause to stop or detain you. After investigating the circumstances, I have probable cause to believe you were operating a motor vehicle in violation of section 4506.15 of the Ohio Revised Code. I request that you submit to a test or tests of your blood, breath, or urine for the purpose of determining your alcohol concentration or the presence of any controlled substance. If you refuse to submit to the test or tests you will immediately be placed out-of-service for twenty-four hours; you will be disqualified from operating a commercial motor vehicle for a period of not less than one year, and you will be required to surrender your commercial driver license to me."

### ADDITIONAL INFORMATION FOR OFFENDER

#### IMMOBILIZATION OR FORFEITURE UPON OVI ARREST (R.C. 4511.195)

If you have previously been convicted of operating a motor vehicle under the influence, OVI, (R.C. 4511.19), or similar municipal ordinance, the vehicle and its identification license plates may be seized. The vehicle may be towed and kept by the law enforcement agency or may be immobilized. The period of time for which the vehicle and license plates will be kept or immobilized may be at least until the initial appearance in court. At the initial appearance the court may order that the vehicle and license plates be returned or released to the vehicle owner until the disposition of the charge. If you are convicted or pled guilty to OVI, the court may issue an order of immobilization of the vehicle and the impoundment of its license plates, or an order for the criminal forfeiture of the vehicle to the state. If you are not the vehicle owner you must immediately inform the owner that the vehicle and its license plates have been seized and that the owner may be able to obtain the return or release of the vehicle and plates at your initial appearance in court.

#### OFFENDERS ARRESTED FOR DRIVING UNDER SUSPENSION OR WRONGFUL ENTRUSTMENT OF A MOTOR VEHICLE (R.C. 4511.203)

If you are charged for driving under an OVI suspension, (R.C. 4510.14), or wrongful entrustment of a motor vehicle, (R.C. 4511.203), the vehicle and identification plates may be seized, and the vehicle may be towed and kept by the law enforcement agency. Any period of seizure will be at least until your initial appearance in court. At the initial appearance the court may order the vehicle returned to you or released to the vehicle owner. If you are convicted of driving under suspension, or of wrongful entrustment of a vehicle, the court may issue an order of immobilization of the vehicle and impoundment of its license plates. Upon a third conviction of wrongful entrustment of a vehicle (R.C. 4511.203), of driving under suspension (R.C. 4510.11), or a municipal ordinance similar to one of the above, the court, upon your conviction may order the forfeiture of the vehicle. If you are not the owner, you should immediately inform the owner that the vehicle and the license plates have been seized and that the owner may be able to obtain the return or release of the vehicle and plates at your initial appearance in court.

#### IF YOU HAVE A COMMERCIAL DRIVER LICENSE OR YOU WERE OPERATING A COMMERCIAL VEHICLE:

- To appeal your disqualification, you must prepare a WRITTEN request for an Administrative Hearing and submit the request by REGISTERED or CERTIFIED MAIL within 30 days of your refusal or test date (see reverse side). Mail your request to:  
Ohio Bureau of Motor Vehicles  
Attn.: CDL / OSP  
P.O. Box 16784  
Columbus, Ohio 43216-6784
- You may appeal this SUSPENSION in court at the time of your initial appearance. Even though you may appeal this suspension, your driving privileges will still be suspended.

#### NOTICE OF SUSPENSION (R.C. 4511.192)

Independent of any penalties or sanctions imposed upon you pursuant to any other section of the Revised Code or municipal ordinances, your driver license or commercial driver license, permit, or nonresident operating privilege is now suspended. The suspension takes effect immediately. The suspension will last at least until your initial appearance on the charge, which will be held within five days after the date of this arrest or the issuance of a citation to you. You may appeal the suspension at the initial appearance before the court that hears the charges against you that resulted from the arrest, or during the period of time ending 30 days after that initial appearance.

#### LENGTH OF SUSPENSION

##### FOR REFUSAL

(Based on prior refusals, convictions, and guilty pleas within 10 years)

No priors ..... 1 year  
One prior ..... 2 years  
Two priors ..... 3 years  
Three or more priors ..... 5 years

##### FOR PROHIBITED CONCENTRATION OF ALCOHOL

(Based on prior convictions and guilty pleas within 10 years)

No priors ..... 90 days  
One prior ..... 1 year  
Two priors ..... 2 years  
Three priors ..... 3 years

# Attachment #1



Ohio Peace Officer Training Commission  
Office 800-346-7682

## NHTSA STANDARDIZED FIELD SOBRIETY TESTING (SFST) PROFICIENCY TESTING RECORD

Curriculum Code BAS-042

STUDENT NAME: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ SCHOOL NUMBER: \_\_\_\_\_

SPO	ACTION	Enter P or F Only	
		TEST #1	TEST #2
	<b>COMPLETE THE NHTSA STANDARDIZED FIELD SOBRIETY TESTING (SFST) TRAINING</b>		
	Earn at least an 80% on the NHTSA Post test		
	Administer the complete test battery, in an instructor's presence, without deleting or erroneously performing any of the critical administrative elements of the tests		
	<b>DEMONSTRATE ADMINISTRATION OF THE HORIZONTAL GAZE NYSTAGMUS SFST ON A TESTING SUBJECT</b>		
	Have subject remove glasses, if worn		
	Stimulus held in proper position (approximately 12"-15" from nose, just above eye level)		
	Check for equal pupil size and look for resting nystagmus		
	Check for equal tracking		
	Smooth movement from center of nose to maximum deviation in approximately 2 seconds and then back across subject's face to maximum deviation in right eye, then back to center. Check left eye, then right eye. Repeat		
	Eye held at maximum deviation for a minimum of 4 seconds (no white showing). Check left eye, then right eye. Repeat		
	Eye moved slowly (approximately 4 seconds) from center to a 45° angle. Check left eye, then right eye. Repeat		
	Check for Vertical Gaze Nystagmus. Repeat		
	<b>DEMONSTRATE ADMINISTRATION OF THE WALK AND TURN SFST ON A TESTING SUBJECT</b>		
	Instructions given from a safe position		
	Tells subject to place feet on a line in heel-to-toe manner (left foot behind right foot) with arms at sides and gives demonstration		
	Tells subject not to begin test until instructed to do so and asks if subject understands		
#1	Tells subject to take 9 heel-to-toe steps on the line and demonstrates		
	Explains and demonstrates turning procedure		
	Tells subject to return on the line taking 9 heel-to-toe steps		
	Tells subject to count steps out loud		
	Tells subject to look at feet while walking		
	Tells subject not to raise arms from sides		
	Tells subject not to stop once they begin		
	Asks subject if all instructions are understood		
	<b>DEMONSTRATE ADMINISTRATION OF THE ONE-LEG STAND SFST ON A TESTING SUBJECT</b>		
	Instructions given from a safe position		
	Tells subject to stand straight, place feet together, and hold arms at sides		
	Tells subject not to begin test until instructed to do so and asked if subject understands		
	Tells subject to raise one leg, either leg, approximately 6 inches from the ground, keeping raised foot parallel to the ground, and gives demonstration		
	Tells subject to keep both legs straight, arms at sides, and to look at elevated foot		
	Tells subject to count in the following manner: one thousand one, one thousand two, one thousand three, and so on until told to stop, and gives demonstration		
	Asks subject if all instructions are understood		
	Checks actual time subject holds leg up (Time for 30 seconds.)		

INSTRUCTOR SIGNATURE \_\_\_\_\_ OPOTC #: \_\_\_\_\_ INSTRUCTOR SIGNATURE \_\_\_\_\_ OPOTC #: \_\_\_\_\_

INSTRUCTOR SIGNATURE \_\_\_\_\_ OPOTC #: \_\_\_\_\_ INSTRUCTOR SIGNATURE \_\_\_\_\_ OPOTC #: \_\_\_\_\_

COMMANDER/ADMINISTRATOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**NO STAMPS / ORIGINAL SIGNATURES ONLY**

SF132bas

Effective: 07/01/2023

**D.W.I. Detection and Standardized Field Sobriety  
Testing Refresher Course  
Pre-Test**

Name \_\_\_\_\_ Date \_\_\_\_\_

Agency \_\_\_\_\_

When did you attend (and complete) the NHTSA/IACP-approved D.W.I. Detection and Standardized Field Sobriety Testing Training? \_\_\_\_\_

How long was the training? \_\_\_\_\_

How much experience do you have administering the S.F.S.T.s? (Number of arrests using the S.F.S.T.s) \_\_\_\_\_

Directions: For each question listed, circle the letter corresponding to the correct response.

1. While performing the Walk and Turn test, the subject steps off the line twice. How many clues are counted?
  - A. 1
  - B. 2
  - C. 3
  - D. 4
  
2. For the One Leg Stand test, if the subject moves his or her arms more than \_\_\_\_\_ inches from their side, a clue is counted.
  - A. 2
  - B. 4
  - C. 6
  - D. 8

3. Which of the following is/are a Standardized Field Sobriety Test(s)?
- A. Modified Romberg Balance
  - B. Finger Count
  - C. Walk and Turn
  - D. Finger-to-Nose
4. The two stages of the Walk and Turn test are.
- A. Walking and Counting
  - B. Instruction and Walking
  - C. Balance and Walking
  - D. Walking and Turning
5. The stimulus should be held approximately inches from the subject's face when conducting the H.G.N. test.
- A. 4 – 6
  - B. 6 – 12
  - C. 12 – 15
  - D. 18 – 20
6. Which eye should be tested first when administering the H.G.N. test?
- A. Left
  - B. Right
  - C. It does not matter
  - D. Whichever is easiest for me
7. The first task in Phase Three Detection is\_\_\_\_\_.
- A. Get the driver's license and registration.
  - B. Advise the driver of his/her Miranda Warnings
  - C. Administer the S.F.S.T.s
  - D. Get a Preliminary Breath Test

8. What is the position of the subject's feet during the One Leg Stand test instruction stage?
- A. Together
  - B. Left in front of the right
  - C. Right in front of the left
  - D. Apart
9. There are a total of validated clues for the Walk and Turn test.
- A. 2
  - B. 3
  - C. 6
  - D. 8
10. During the One Leg Stand test, the subject must be instructed to stand on one foot of their choosing and count one-thousand-one, one-thousand-two, one-thousand-three.
- A. For 15 seconds
  - B. For 30 seconds
  - C. Until told to stop
  - D. Until the subject puts his/her foot down
11. What are the three senses an officer uses to gather evidence of impairment during the face-to-face contact?
- A. Sight, Smell, Hearing
  - B. Sight, Hearing, Touch
  - C. Touch, Sight, Smell
  - D. Sight, Smell, Touch
12. D.W.I. Detection Phase One (Vehicle in Motion) consists of the initial observation of vehicular operation, the stop decision, and.
- A. Observation of the suspect exiting the vehicle
  - B. Observation of the make and model of the vehicle
  - C. Observation of the suspect inside the vehicle
  - D. Observation of the stop

13. For the H.G.N. test, the maximum number of clues is.
- A. 2
  - B. 4
  - C. 6
  - D. 8
14. Psychophysical tests are methods of directly assessing a subject's \_\_\_\_\_.
- A. Mental and/or physical impairment
  - B. Psychosocial behavior
  - C. Physical ability to perform a test
  - D. Mental acuity
15. The number one priority during any traffic stop is officer safety.
- A. True
  - B. False

**D.W.I. Detection and Standardized Field Sobriety  
Testing Refresher Course  
Pre-Test Answer Key**

1. A
2. C
3. C
4. B
5. C
6. A
7. C
8. A
9. D
10. C
11. A
12. D
13. C
14. A
15. A

## DWI Detection and Standardized Field Sobriety Testing Refresher Course

### Post-Test (Five points per question)

Name \_\_\_\_\_ Agency \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

1. Detection Phase One is called \_\_\_\_\_ and the principal decision made during this phase is \_\_\_\_\_.
  - A. Personal Contact/Should I arrest the driver for D.W.I.
  - B. Vehicle in Motion/Should I stop the vehicle
  - C. Personal Contact/Should I administer a PBT to the driver
  - D. Vehicle in Motion/Should I arrest the driver for D.W.I.
  
2. If Resting Nystagmus is observed with a subject, this may be an indicator of
  - A. Improper-fitted contact lenses
  - B. A medical condition
  - C. A high level of alcohol for the subject
  - D. Blindness in one eye
  
3. What type of nystagmus occurs as the eyes look straight ahead?
  - A. Physiological
  - B. Optokinetic
  - C. Resting
  - D. Positional
  
4. During the check for Vertical Gaze Nystagmus, the stimulus is held at the maximum elevation for at least seconds.
  - A. 4
  - B. 5
  - C. 8
  - D. 10

5. The S.F.S.T. Validation Study that addressed the question "Do S.F.S.T.s discriminate at B.A.C.s below 0.10%?" was the\_\_\_\_\_.
- A. Los Angeles Field Validation Study
  - B. Colorado S.F.S.T. Field Validation Study
  - C. Florida S.F.S.T. Field Validation Study
  - D. San Diego S.F.S.T. Validation Study
6. Detection Phase Two is called \_\_\_\_\_ and the principal decision made during this phase is\_\_\_\_\_.
- A. Vehicle in Motion/Should I stop the vehicle
  - B. Personal Contact/Should I have the driver exit the vehicle
  - C. Personal Contact/Should I administer a Portable Breath Test
  - D. Pre-Arrest Screening/Should I administer S.F.S.T.s
7. During Detection Phase Two, the first task is to observe and interview the driver face-to-face. The second task is to\_\_\_\_\_.
- A. Observe the driver's exit and walk from the vehicle
  - B. Arrange for a preliminary breath test
  - C. Find a safe place to do the S.F.S.T.s
  - D. Search the vehicle for evidence
8. In the San Diego S.F.S.T. Field Validation Study, which test was determined to be the most accurate in identifying a person with a B.A.C. level of 0.08 percent or higher?
- A. One Leg Stand
  - B. Horizontal Gaze Nystagmus
  - C. Walk and Turn Test
  - D. Finger-to-Nose Test
9. During the H.G.N. test, to record a clue for nystagmus at maximum deviation, it must be distinct and sustained for a minimum of seconds.
- A. 2
  - B. 4
  - C. 6
  - D. 8

10. A type of nystagmus that is associated with high doses of alcohol and certain other drugs for that individual is \_\_\_\_\_ Nystagmus.
- A. Rotational
  - B. Vestibular
  - C. Pathological
  - D. Vertical Gaze
11. The recommended position of the stimulus for checking H.G.N. is \_\_\_ inches from the face and slightly above eye level.
- A. 10 to 12
  - B. 12 to 18
  - C. 12 to 15
  - D. 15 to 18
12. The second clue of the H.G.N. test is \_\_.
- A. Immediate Nystagmus
  - B. Resting Nystagmus
  - C. Distinct and Sustained Nystagmus at Maximum Deviation
  - D. Distinct Nystagmus at End Point
13. The first full-field study that utilized law enforcement personnel experienced in the use of S.F.S.T.s was the \_\_\_\_\_ study in 1995.
- A. Colorado
  - B. Florida
  - C. Maryland
  - D. Los Angeles
14. Based on the San Diego S.F.S.T. Field Validation Study, a subject with two or more clues on the One Leg Stand test will have a B.A.C. at or above 0.08% \_ percent of the time.
- A. 80
  - B. 83
  - C. 88
  - D. 90

15. Detection Phase Three is called \_\_\_\_\_ , and the principal decision made during this phase is.
- A. Pre-Arrest Screening/Should I arrest the driver
  - B. Psychophysical Testing Phase/Should I administer S.F.S.T.s
  - C. Vehicle in Motion/Should I stop the driver
  - D. Field Sobriety Testing Phase/Should I administer S.F.S.T.s
16. How many clues are assessed when a subject cannot complete the One Leg Stand test?
- A. 0 because they could not do the test
  - B. 2, because a score of 2 or more clues indicates a B.A.C. above 0.08%
  - C. 4, because they were not able to successfully complete the test D.
  - D. Only the number of clues observed during the test
17. When checking for Lack of Smooth Pursuit, the stimulus should be moved at approximately \_\_\_\_\_ seconds from center to side.
- A. 4
  - B. 2
  - C. 2 – 4
  - D. 4 – 6
18. During the One Leg Stand test, the subject should be instructed to count out loud in the prescribed manner. \_\_\_\_\_
- A. For approximately 30 seconds
  - B. Until told to stop
  - C. Until they put their foot down
  - D. Until the officer is satisfied, the suspect can do the test
19. During the Walk and Turn test, for the turn, the subject is directed to leave his/her \_\_\_\_\_ foot on the line and, take several small steps around it, and return nine steps.
- A. Front or lead
  - B. Left
  - C. Right
  - D. Pivot

20. "Post Stop" cues are usually seen in what D.W.I. Detection Phase?

- A. Phase One – Vehicle in Motion
- B. Phase Two – Personal Contact
- C. Phase Three – Pre-Arrest Screening
- D. All of the above

**D.W.I. Detection and Standardized Field Sobriety  
Testing Refresher Course  
Post-Test Answer Key  
(Five points per question)**

1. B
2. B
3. C
4. A
5. D
6. B
7. A
8. B
9. B
10. D
11. C
12. C
13. A
14. B
15. A
16. D
17. B
18. B
19. A
20. B