



**Ohio Attorney General's Office
Bureau of Criminal Investigation
Investigative Report**



2023-2232

Officer Involved Critical Incident – 5991 S Sunbury Rd, Westerville
OH 43081

Investigative Activity: Records Received
Involves: Ofc. Connor Grubb (S)
Date of Activity: 10/07/2025
Author: SAS Kevin Barbeau, #142

Narrative:

On Tuesday, October 7, 2025, Bureau of Criminal Investigation Special Agent Supervisor Kevin Barbeau received requested additional records from Ohio Peace Officers Training Academy (OPOTA) regarding Blendon Township Police Department (BTPD) Officer Connor Grubb. This was an additional request from Assistant Prosecuting Attorney Erin Leigh Claypoole, Montgomery County Prosecutor's Office during the course of trial preparation.

SAS Barbeau received the below information from Arienne Fauber, OPOTA Certification Specialist and consisted of the following:

- Peace Officer Basic Training; Stops & Approaches material
- Ohio Peace Officer Training Commission Calendar for Academy BAS18-021, which Grubb attended.
- Ohio Peace Officer Training Commission Audit Sheet (example)
- Officer Record for Connor Grubb, BTPD, ID: [REDACTED]

These records were provided to Assistant Prosecutor Claypoole.

References:

No references.

Attachments:

Attachment # 01: Connor Grubb Officer Record
Attachment # 02: 35-BAS038 POBT Audit Sheet Eff 1-1-18
Attachment # 03: BAS18-021 Calendar
Attachment # 04: 8-5 Stops Approaches

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Office of Ohio Attorney General

Ohio Peace Officer Training Academy

Officer Record



OPOTA London Campus
1650 State Route 56 SW
P.O. Box 309
London, OH 43140
Phone: 740-845-2700

Connor Grubb, Blendon Twp. Police Department, ID: [REDACTED]

Appointment History*

Agency	Employee Status	Start Date	End Date	Separation Reason
Blendon Twp. Police Department	Full-time	2/21/2019		
Blendon Twp. Police Department	Part-time	1/23/2019	2/21/2019	

Basic Academy Records

School Number	School	Start Date	End Date	Exam Date	Certificate Number	Certificate Date	Appointed By	Appointed Date
BAS18-021	Delaware JVS Law Enforcement Academy	2/21/2018	10/16/2018	11/6/2018	190177	1/23/2019	Blendon Twp. Police Department	1/23/2019

Advanced Certifications

Certification Date	Certification	Officer Number	Officer
No Records Found			

OPOTA Advanced Training Records**

Course Title	Start Date	End Date
Advanced Dynamic Vehicle Operations	6/6/2023	6/8/2023
Field Training Officer (FTO) Program (Ohio Model)	11/2/2021	11/4/2021
Dynamic Vehicle Operations	11/3/2020	11/3/2020
ARIDE (Advanced Roadside Impaired Driving Enforcement)	9/9/2019	9/10/2019

LMS Training Records

Date Completed	Course Title	Officer Number	Officer
9/14/2025	Report Writing 2025		Grubb, Connor Michael
9/14/2025	Victims' Rights - Marsy's Law - 2025		Grubb, Connor Michael
9/14/2025	Vicarious Trauma		Grubb, Connor Michael
9/14/2025	Sierah's Law		Grubb, Connor Michael
9/14/2025	Safe at Home		Grubb, Connor Michael
9/14/2025	Missing Child		Grubb, Connor Michael
9/13/2025	Ohio School Threat Assessment		Grubb, Connor Michael
9/12/2025	Effective Report Writing for High-Stakes School Crisis Incidents		Grubb, Connor Michael
9/12/2025	Legal Updates 2025		Grubb, Connor Michael
9/12/2025	Use of Force - 2025		Grubb, Connor Michael
9/11/2025	Ethics Law - 2025		Grubb, Connor Michael
9/11/2025	Effective Report Writing for Adolescent Interactions		Grubb, Connor Michael
9/11/2025	Documenting Complex Crisis Intervention		Grubb, Connor Michael
9/11/2025	Distracted Driving		Grubb, Connor Michael
9/11/2025	Critical Thinking in Use of Force Situations		Grubb, Connor Michael
9/11/2025	CAT and Officer Wellness - 2025		Grubb, Connor Michael
9/10/2025	BCI Lethal Use of Force and OIS Investigations		Grubb, Connor Michael
9/10/2025	Arrest, Search, and Seizure - 2025		Grubb, Connor Michael
11/21/2024	Community Diversity and Procedural Justice		Grubb, Connor Michael
11/20/2024	Part 2 - Legal Updates 2023		Grubb, Connor Michael
11/20/2024	Part 1 - Legal Updates 2023		Grubb, Connor Michael
11/19/2024	Mental Health Response		Grubb, Connor Michael
11/19/2024	Ohio School Threat Assessment		Grubb, Connor Michael

Date Completed	Course Title	Officer Number		Officer
11/16/2024	Arrest, Search, and Seizure 2023			Grubb, Connor Michael
11/16/2024	Vicarious Trauma			Grubb, Connor Michael
11/14/2024	Public Records - 2024			Grubb, Connor Michael
11/12/2024	Use of Deadly Force and Legal Guidelines			Grubb, Connor Michael
11/12/2024	Veterans In Crisis			Grubb, Connor Michael
11/8/2024	NIBIN III			Grubb, Connor Michael
11/8/2024	Qualified Immunity			Grubb, Connor Michael
11/8/2024	Dementia and Related Disorders			Grubb, Connor Michael
11/8/2024	Crime Gun Evidence			Grubb, Connor Michael
11/8/2024	OHLEG LIMS Prelog Training			Grubb, Connor Michael
11/8/2024	NIBIN Overview			Grubb, Connor Michael
11/7/2024	Victims' Rights - Marsy's Law			Grubb, Connor Michael
11/7/2024	Responding to Mental Health Issues			Grubb, Connor Michael
11/7/2024	Legal Updates 2024			Grubb, Connor Michael
11/7/2024	Crisis Mitigation - An Ohio Model			Grubb, Connor Michael
10/31/2023	Ethics and Professionalism			Grubb, Connor Michael
10/31/2023	Critical Thinking in Use of Force Situations			Grubb, Connor Michael
10/31/2023	Officer Wellness Seminar			Grubb, Connor Michael
10/30/2023	Diversity and Cultural Competency for Law Enforcement			Grubb, Connor Michael
10/30/2023	Communication Disabilities			Grubb, Connor Michael
10/30/2023	Effective Communication and Safe Interaction with Persons in Crisis			Grubb, Connor Michael
10/30/2023	Community Diversity and Procedural Justice			Grubb, Connor Michael
10/30/2023	CAT and Officer Wellness			Grubb, Connor Michael
10/29/2023	BCI Lethal Use of Force and OIS Investigations			Grubb, Connor Michael

Date Completed	Course Title	Officer Number	Officer
10/29/2023	Part 3 - Legal Updates 2023		Grubb, Connor Michael
10/25/2023	Part 2 - Legal Updates 2023		Grubb, Connor Michael
10/25/2023	Part 1 - Legal Updates 2023		Grubb, Connor Michael
5/3/2023	Ohio School Threat Assessment		Grubb, Connor Michael
4/28/2023	Arrest, Search, and Seizure 2023		Grubb, Connor Michael
8/1/2022	Critical Thinking in Use of Force Situations		Grubb, Connor Michael
8/1/2022	Communication Disabilities		Grubb, Connor Michael
7/29/2022	Concealed Firearm Carry Changes		Grubb, Connor Michael
4/12/2022	Community Diversity and Procedural Justice		Grubb, Connor Michael
3/15/2022	Ohio Forfeiture Laws		Grubb, Connor Michael
3/15/2022	Trauma and the Brain		Grubb, Connor Michael
3/15/2022	Sexual Assault Investigations		Grubb, Connor Michael
3/15/2022	Responding to Sexual Assault		Grubb, Connor Michael
3/14/2022	Medical Marijuana		Grubb, Connor Michael
3/14/2022	Hate Crimes		Grubb, Connor Michael
3/14/2022	Custodial Interrogation		Grubb, Connor Michael
3/14/2022	Mental Health Response		Grubb, Connor Michael
3/14/2022	New and Updated Criminal Charges		Grubb, Connor Michael
2/4/2022	Use of Deadly Force and Legal Guidelines		Grubb, Connor Michael
2/4/2022	Ohio Public Records Law		Grubb, Connor Michael
2/4/2022	Use of Restraints		Grubb, Connor Michael
2/4/2022	Vicarious Trauma		Grubb, Connor Michael
2/3/2022	Officer Wellness Seminar		Grubb, Connor Michael
2/3/2022	Hazing		Grubb, Connor Michael

Date Completed	Course Title	Officer Number	Officer
2/3/2022	Ethics and Professionalism		Grubb, Connor Michael
2/2/2022	Domestic Violence Legal Updates		Grubb, Connor Michael
1/28/2022	Crisis Intervention		Grubb, Connor Michael
1/28/2022	BCI Lethal Use of Force and OIS Investigations		Grubb, Connor Michael

Canine Training Records

Canine School	Certificate Date	Canine Unit	Certificate Type	Specialty	Renewal Date
No Records Found					

***The appointment records listed above reflect the appointed and separation information reported to OPOTC pursuant to section 109.761 of the Revised Code. Neither OPOTC, nor its staff, has independent knowledge of the information contained in these records.**

****The advanced training records listed above reflect ONLY THOSE trainings the peace officer scheduled through OPOTA. Records reflecting advanced training conducted by the peace officer's agency, or conducted by another organization, are not maintained by OPOTC. Requests for any such records should be directed to the peace officer's employing agency or the organization who conducted the training.**

*****Officer separation reasons are displayed only for separations that occurred on 7/1/2021 or later. For separations prior to 7/1/2021 this information may be obtained by submitting a public records request through the OPOTA Public Records Portal under "Request other records".**



Ohio Peace Officer Training Commission Peace Officer Basic Training Audit Sheet

Curriculum Code: BAS-038

All Topics & Hours are Mandatory

1. Administration

1. Introduction to Basic Training (1/1/16)	1	_____
2. Introduction to Policing (7/1/14)	6	_____
3. Fundamentals of the Criminal Justice System (7/1/14)	3	_____
4. Community Diversity & Procedural Justice (7/1/16)	16	_____
5. Ethics & Professionalism (7/1/16)	5	_____
6. Below 100 (1/1/18)	4	_____
7. Fundamentals of Report Writing (7/1/14)	8	_____
	<u>43</u>	_____

2. Legal

1. Introduction to the Ohio Revised Code (1/1/16)	5	_____
2. Ohio Revised Code		
A. Crimes Against Persons (7/1/17)	20	_____
B. INTENTIONALLY LEFT BLANK (7/1/16)	0	_____
C. INTENTIONALLY LEFT BLANK (7/1/16)	0	_____
D. INTENTIONALLY LEFT BLANK (1/1/17)	0	_____
E. Crimes Against Property (1/1/16)	10	_____
F. INTENTIONALLY LEFT BLANK (1/1/16)	0	_____
G. INTENTIONALLY LEFT BLANK (1/1/16)	0	_____
H. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
I. INTENTIONALLY LEFT BLANK (1/1/17)	0	_____
J. INTENTIONALLY LEFT BLANK (7/1/15)	0	_____
K. Crimes Against the Admin. of Safety & Justice (7/1/17)	12	_____
L. INTENTIONALLY LEFT BLANK (7/1/16)	0	_____
M. INTENTIONALLY LEFT BLANK (1/1/17)	0	_____
N. INTENTIONALLY LEFT BLANK (1/1/16)	0	_____
O. Other Offenses (7/1/17)	16	_____
3. Arrest, Search, & Seizure (1/1/18)	36	_____
4. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
5. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
6. Civil Liability & Use of Force (1/1/18)	6	_____
7. Testifying in Court (7/1/14)	5	_____
	<u>110</u>	_____

3. Human Relations

1. Interacting with the Media (7/1/16)	3	_____
2. INTENTIONALLY LEFT BLANK (1/1/13)	0	_____
3. Domestic Violence (1/1/18)	12	_____
4. Crisis Intervention (7/1/16)	20	_____
5. Child Abuse & Neglect (7/1/16)	8	_____
6. The Missing & Human Trafficking (7/1/15)	12	_____
7. Juvenile Justice System (7/1/17)	3	_____
8. Responding to Victims' Needs & Rights (7/1/17)	3	_____
9. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
10. INTENTIONALLY LEFT BLANK (7/1/16)	0	_____
	<u>61</u>	_____

4. Firearms

1. Handgun (1/1/16) *	N/A	_____
2. Shotgun (1/1/16) *	N/A	_____
	<u>60</u>	_____

5. Driving

1. Driving (1/1/15) *	<u>24</u>	_____
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6. Subject Control Techniques

1. Subject Control Techniques (7/1/15) *	70	_____
2. Impact Weapons (7/1/14) *	8	_____
	<u>78</u>	_____

7. First Aid/CPR/AED

1. First Aid/CPR/AED (7/1/15) *	10	_____
2. Critical Injury First Aid (1/1/16) *	8	_____
	<u>18</u>	_____

8. Patrol

1. Patrol Aspects & Overview (7/1/16) *	12	_____
2. Companion Animal Encounters (1/1/17)	2	_____
3. INTENTIONALLY LEFT BLANK (7/1/13)	0	_____
4. Building Searches (7/1/16) *	12	_____
5. Stops & Approaches (7/1/16) *	30	_____
6. Vehicle Theft & Identification (7/1/16)	2	_____
7. Gang Awareness (7/1/16)	4	_____
8. LEADS (1/1/18)	2	_____
9. Booking & Handling (7/1/16)	4	_____
10. Ohio Law Enforcement Gateway (OHLEG) (1/1/18)	1	_____
	<u>69</u>	_____

9. Civil Disorders

1. Civil Disorders (7/1/16)	<u>8</u>	_____
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10. Traffic

1. Introduction to Traffic (1/1/16)	1	_____
2. Motor Vehicle Offenses (1/1/18)	8	_____
3. INTENTIONALLY LEFT BLANK (7/1/13)	0	_____
4. Traffic Crash Investigation (1/1/16)	32	_____
5. Uniform Traffic Ticket (1/1/16)	2	_____
6. NHTSA Speed Measuring Device (1/1/18) *	40	_____
7. Traffic Direction & Control (7/1/15)	2	_____
8. NHTSA SFST (7/1/17) *	40	_____
	<u>125</u>	_____

11. Investigation

1. Crime Scene (1/1/14)	24	_____
2. Electronic Evidence (7/1/14)	2	_____
3. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
4. Police Photography (1/1/16)	3	_____
5. Tracing Stolen Property (1/1/14)	1	_____
6. INTENTIONALLY LEFT BLANK (7/1/13)	0	_____
7. Drug Awareness (1/1/16)	8	_____
8. INTENTIONALLY LEFT BLANK (7/1/12)	0	_____
9. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
10. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
11. Lineups (1/1/18)	2	_____
12. Gambling (1/1/18)	1	_____
13. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
14. Surveillance (1/1/14)	2	_____
15. Interview & Interrogation (1/1/18)	6	_____
	<u>49</u>	_____

12. Physical Conditioning

1. Physical Fitness & Conditioning (1/1/18) *	40	_____
2. Critical Incident Stress Awareness (7/1/14)	4	_____
	<u>44</u>	_____

13. Homeland Security

1. HazMat & WMD Awareness for the First Responder (7/1/15) *	8	_____
2. Bombs & Explosives (7/1/14)	2	_____
3. Terrorism Awareness (7/1/15)	4	_____
4. Incident Command System (ICS) (7/1/15) *	4	_____
5. National Incident Management System (NIMS) (7/1/15) *	4	_____
	<u>22</u>	_____

TOTAL HOURS 711

OHIO PEACE OFFICER TRAINING COMMISSION

SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
02/21/18	Weds	1	6p-7p	1-1	Introduction to Basic Training	✓ Wiseman, John D BAS 20049 04/29/18
02/22/18	Thurs	4	6p-10p	1-2	Introduction to Policing	✓ Martin, Robert H BAS 24311 6/2019
02/24/18	Sat	5	8a-1p	2-1	Introduction to the Ohio Revised Code	✓ Galasso, John G BAS 07020 2/15/21

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TRAINING COMMISSION
LONDON, OHIO

Original Calendar: _____

Revised Calendar: X

COMMANDER SIGNATURE *[Signature]* 01/14/18

DATE 10-23-18

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OHIO PEACE OFFICER TRAINING COMMISSION

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02/26/18	Mon	2	6pm-8pm 8pm-10pm	1-2 1-3	Introduction to Policing Fundamentals of the CJ System	Martin, Robert H BAS 24311 6/6/2019 Martin, Robert H BAS 24311 6/6/2019
02/27/18	Tues	1 3	6pm-7pm 7pm-10pm	1-3 3-7	Fundamentals of the CJ System Juvenile Justice System	Martin, Robert H BAS 24311 6/6/2019 Martin, Robert H BAS 24311 6/6/2019
02/28/18	Weds	4	6pm-10pm	1-7	Fundamentals of Report Writing	Bessinger, Jeffrey L BAS 24133 12/2/18
03/01/18	Thurs	4	6pm-10pm	1-7	Fundamentals of Report Writing	Bessinger, Jeffrey L BAS 24133 12/2/18
03/03/18	Sat	4 1 3	8am-12pm 12:30pm-1:30pm 1:30pm-4:30pm	1-5 1-5 3-1	Ethics and Professionalism Ethics and Professionalism Interacting with the Media	Baughman, Christopher K BAS 23744 6/30/20 Baughman, Christopher K BAS 23744 6/30/20 Baughman, Christopher K BAS 23744 6/30/20

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DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
03/05/18	Mon	4	6pm-10pm	1-4	Community Diversity & Procedural Justice	✓ Keiffer, Kevin A BAS 24071 9/16/18
03/06/18	Tues	4	6pm-10pm	1-6	Below 100	✓ Bessinger, Jeffrey L BAS 24133 12/2/18
03/07/18	Weds	4	6pm-10pm	1-4	Community Diversity & Procedural Justice	✓ Keiffer, Kevin A BAS 24071 9/16/18
03/08/18	Thurs	4	6p-10p	13-3	Terrorism Awareness	✓ Baughman, Christopher K BAS 23744 6/30/20
03/10/18	Sat	4 4	8a-12p 12:30p-4:40p	2-3 2-3	Arrest, Search & Seizure Arrest, Search & Seizure	✓ Galasso, John G BAS 07020 2/15/21 ✓ Galasso, John G BAS 07020 2/15/21

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03/12/18	Mon	4	6pm-10pm	1-4	Community Diversity & Procedural Justice	✓ Keiffer, Kevin A BAS 24071 9/16/18
03/13/18	Tues	4	6pm-10pm	1-4	Community Diversity & Procedural Justice	✓ Keiffer, Kevin A BAS 24071 9/16/18
03/14/18	Weds	2	6pm-8pm	12-1	Physical Fitness & Conditioning	✓ Glazer, Rodney L BAS 22096 12/7/18
03/15/18	Thurs	2	8pm-10pm	2-7	Testifying in Court	✓ Woolum, Todd B BAS 20925 2/21/21
03/17/18	Sat	4	8a-12p 12:30p-4:40p	8-2 8-8	Companion Animal Encounters LEADS	✓ Baughman, Christopher K BAS 23744 6/30/20 ✓ Baughman, Christopher K BAS 23744 6/30/20
				2-3	Arrest, Search & Seizure	✓ Galasso, John G BAS 07020 2/15/21
				2-3	Arrest, Search & Seizure	✓ Galasso, John G BAS 07020 2/15/21

Original Calendar: _____ Revised Calendar: X

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DATE _____

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03/19/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 2-7	Physical Fitness & Conditioning Testifying in Court	Glazer, Rodney L BAS 22096 12/7/18 Woolum, Todd B BAS 20925 2/21/21
03/21/18	Weds	4	6pm-10pm	2-3	Arrest, Search & Seizure	Galasso, John G BAS 07020 2/15/21
03/22/18	Thurs	4	6pm-10pm	13-1	HAZMAT & WMD Awareness	Baughman, Christopher K BAS 23744 6/30/20
03/24/18	Sat	4 4	8a-12p 12:30p-4:40p	2-3 2-3	Arrest, Search & Seizure Arrest, Search & Seizure	Galasso, John G BAS 07020 2/15/21

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DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
03/26/18	Mon	4	6pm-10pm	2-3	Arrest, Search & Seizure	Galasso, John G BAS 07020 2/15/21
03/27/18	Tues	4	6pm-10pm	2-3	Arrest, Search & Seizure	Galasso, John G BAS 07020 2/15/21
03/28/18	Weds	1 3	6pm-7pm 7pm-10pm	12-1 2-6	Physical Fitness & Conditioning Civil Liability & Use of Force	Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18
03/29/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 2-6	Physical Fitness & Conditioning Civil Liability & Use of Force	Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18

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MM/YY

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04/02/18	Mon	1 2	6pm-7pm 7pm-9pm	10-1 10-7	Introduction to Traffic Traffic Direction & Control	Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18
04/03/18	Tues	1	9pm-10pm	8-10	OHL EG	Glazer, Rodney L BAS 22096 12/7/18
04/04/18	Wed	4	6pm-10pm	13-1	HAZMAT & WMD Awareness	Baughman, Christopher K BAS 23744 6/30/20
04/05/18	Thurs	4	6pm-10pm	3-5	Child Abuse & Neglect	Baughman, Christopher K BAS 23744 6/30/20
04/07/18	Sat	4	8am-12pm 12:30pm-4:00pm	2-2-A 2-2-A	Crimes Against Persons Crimes Against Persons	Galasso, John G BAS 07020 2/15/21 Galasso, John G BAS 07020 2/15/21

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18-021 February 21, 2018-October 16, 2018
 SCHOOL NAME & NUMBER SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
04/09/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 3-6	Physical Fitness & Conditioning The Missing & Human Trafficking	✓Harris, Molly J BAS 20052 11/19/18 ✓Harris, Molly J BAS 20052 11/19/18
04/10/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓Glazer, Rodney L BAS 22096 12/7/18 ✓Glazer, Rodney L BAS 22096 12/7/18 ✓Brewbaker, Daniel J BAS 15483 7/2/19
04/11/18	Weds	4	6pm-10pm	8-7	Gang Awareness	✓Bessinger, Jeffrey L BAS 24133 12/2/18
04/12/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 3-6	Physical Fitness & Conditioning The Missing & Human Trafficking	✓Harris, Molly J BAS 20052 11/19/18 ✓Harris, Molly J BAS 20052 11/19/18
04/14/18	Sat	4 4	8am-12pm 12:30pm-4:00pm	2-2-A 2-2-A	Crimes Against Persons Crimes Against Persons	✓Galasso, John G BAS 07020 2/15/21 ✓Galasso, John G BAS 07020 2/15/21

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
04/16/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 3-6	Physical Fitness & Conditioning The Missing & Human Trafficking	Harris, Molly J BAS 20052 11/19/18 Harris, Molly J BAS 20052 11/19/18
04/17/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 3-6	Physical Fitness & Conditioning The Missing & Human Trafficking	Harris, Molly J BAS 20052 11/19/18 Harris, Molly J BAS 20052 11/19/18
04/18/18	Thurs	4	6pm-10pm	10-2	Motor Vehicle Offenses	Galasso, John G BAS 07020 2/15/21
04/19/18	Weds	4	6pm-10pm	10-2	Motor Vehicle Offenses	Galasso, John G BAS 07020 2/15/21
04/21/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	5-1 5-1	Driving (classroom) Driving (classroom)	Anderson, Scott J BAS 21151 8/29/19 Anderson, Scott J BAS 21151 8/29/19

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021 February 21, 2018- October 16, 2018
 SCHOOL NAME & NUMBER SCHOOL DATES: FROM/TO

04/23/18	Mon	1	6pm-7pm 7pm-8pm	11-5 11-12 11-11	Tracing Stolen Property Gambling Lineups	Bessinger, Jeffrey L BAS 20008 12/2/18 <i>OK</i> Bessinger, Jeffrey L BAS 20008 12/2/18 <i>OK</i> Bessinger, Jeffrey L BAS 20008 12/2/18 <i>OK</i>
04/24/18	Tues	4	6pm-10pm	10-8	NHTSA SFST	Gannon Jr, Charles C BAS 23930 3/25/21 Baughman, Christopher K BAS 23744 6/30/20
04/26/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 11-4	Physical Conditioning Police Photography	Botdorf, Terry C BAS 20008 12/2/18 <i>OK</i> Botdorf, Terry C BAS 20008 12/2/18 <i>OK</i>

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
04/30/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 3-3	Physical Fitness & Conditioning Domestic Violence	✓Harris, Molly J BAS 20052 11/19/18 ✓Harris, Molly J BAS 20052 11/19/18
05/01/18	Tues	4	6pm-10pm	10-8	NHTSA SFST	✓Gannon Jr, Charles C BAS 23930 3/25/21 ✓Baughman, Christopher K BAS 23744 6/30/20
05/02/18	Weds	4	6pm-10pm	10-8	NHTSA SFST	✓Gannon Jr, Charles C BAS 23930 3/25/21 ✓Baughman, Christopher K BAS 23744 6/30/20
05/05/18	Sat	4	8am-12pm 12:30pm-4:30pm	5-1 5-1	Driving Practical DACC North Driving Practical DACC North	Same Instructors All Day ✓Anderson, Scott J BAS 21151 8/29/19 ✓Bordorf, Terry C BAS 20008 12/2/18 ✓Thompson, Brian P BAS 21271 9/21/20
05/06/18	Sun	4	8am-12pm 12:30pm-4:30pm	5-1 5-1	Driving Practical DACC North Driving Practical DACC North	Same Instructors All Day ✓Anderson, Scott J BAS 21151 8/29/19 ✓Bordorf, Terry C BAS 20008 12/2/18 ✓Thompson, Brian P BAS 21271 9/21/20 ✓Baughman, Christopher K BAS 23744 6/30/20

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Delaware Area Career Center Peace Officer Academy BAS 18- 021 February 21, 2018- October 16, 2018
 SCHOOL NAME & NUMBER SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
05/07/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 3-3	Physical Fitness & Conditioning Domestic Violence	Harris, Molly J BAS 20052 11/19/18 Harris, Molly J BAS 20052 11/19/18
05/08/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18 Brewbaker, Daniel J BAS 15483 7/2/19
05/09/18	Weds	1 3	6pm-7pm 7pm-10pm	12-1 3-3	Physical Fitness & Conditioning Domestic Violence	Harris, Molly J BAS 20052 11/19/18 Harris, Molly J BAS 20052 11/19/18
05/12/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	11-7 11-7	Drug Awareness Drug Awareness	Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18

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Delaware Area Career Center Peace Officer Academy BAS 18- 021 February 21, 2018- October 16, 2018
 SCHOOL NAME & NUMBER SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
05/14/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 3-3	Physical Fitness & Conditioning Domestic Violence	Harris, Molly J BAS 20052 11/19/18 Harris, Molly J BAS 20052 11/19/18
05/15/18	Tues	4	6pm-10pm	2-2-E	Crimes Against Property	Galasso, John G BAS 07020 2/15/21 OK
05/16/18	Weds	4	6pm-10pm	10-8	NHTSA SFST	Gannon Jr., Charles C BAS 23930 3/25/21 Santos, Scott R BAS 22150 1/22/19
05/17/18	Thurs	4	6pm-10pm	6-1	Subject Control	Glazer, Rodney L BAS 22096 12/7/18 Brewbaker, Daniel J BAS 15483 7/2/19
05/19/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	10-8	NHTSA SFST	Same Instructors All Day: Gannon Jr., Charles C BAS 23930 3/25/21 Santos, Scott R BAS 22150 1/22/19

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
05/21/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	Glazer, Rodney L BAS 22096 12/7/18 <i>OK</i> Glazer, Rodney L BAS 22096 12/7/18 <i>OK</i> Brewbaker, Daniel J BAS 15483 7/2/19 <i>OK</i>
05/22/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	Glazer, Rodney L BAS 22096 12/7/18 <i>OK</i> Glazer, Rodney L BAS 22096 12/7/18 <i>OK</i> Brewbaker, Daniel J BAS 15483 7/2/19 <i>OK</i>
05/23/18	Weds	4	6pm-10pm	2-2-E	Crimes Against Property	Galasso, John G BAS 07020 2/15/21 <i>OK</i>

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021 February 21, 2018- October 16, 2018
 SCHOOL NAME & NUMBER SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
05/29/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 Brewbaker, Daniel J BAS 15483 7/2/19
05/30/18	Wed	2 2	6pm-8pm 8pm-10pm	2-2-E 10-5	Crimes Against Property Uniform Traffic Ticket	✓ Galasso, John G BAS 07020 2/15/21 ✓ Galasso, John G BAS 07020 2/15/21

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
06/04/18	Mon	4	6pm-10pm	2-2-O	Other Offenses	Galasso, John G BAS 07020 2/15/21
06/05/18	Tues	4	6pm-10pm	10-8	NHTSA SFST	Gannon Jr., Charles C BAS 23930 3/25/21 Baughman, Christopher K BAS 23744 6/30/20
06/06/18	Wed	4	6pm-10pm	2-2-O	Other Offenses	Galasso, John G BAS 07020 2/15/21
06/07/18	Thurs	4	6pm-10pm	10-8	NHTSA SFST (practical)	Same Instructors All Day Gannon Jr., Charles C BAS 23930 3/25/21 Santos, Scott R BAS 22150 1/22/19 Baughman, Christopher K BAS 23744 6/30/20
06/09/18	Sat	4	8am-12pm 12:30pm-4:30pm	10-8 10-8	NHTSA SFST (practical)	Same Instructors All Day Gannon Jr., Charles C BAS 23930 3/25/21 Santos, Scott R BAS 22150 1/22/19 Baughman, Christopher K BAS 23744 6/30/20

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18-021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
06/11/18	Mon	4	6pm-10pm	2-2-O	Other Offenses	✓ Galasso, John G BAS 07020 2/15/21
06/12/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19
06/13/18	Weds	4	6pm-10pm	2-2-O	Other Offenses	✓ Galasso, John G BAS 07020 2/15/21
06/14/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19 Banaszak, Larry BAS22052 None 11/15/21

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
06/18/18	Mon	4	6pm-10pm	4	Firearms (classroom)	✓ Cordial, Ronald D BAS 20441 8/28/20 ✓ Murray, Michael W BAS 20467 3/15/21
06/19/18	Tues	4	6pm-10pm	4	Firearms (classroom)	✓ Cordial, Ronald D BAS 20441 8/28/20 ✓ Murray, Michael W BAS 20467 3/15/21
06/20/18	Weds	4	6pm-10pm	4	Firearms (classroom)	✓ Cordial, Ronald D BAS 20441 8/28/20 ✓ Murray, Michael W BAS 20467 3/15/21
06/21/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	Glazer, Rodney L BAS 22096 12/7/18 OK Glazer, Rodney L BAS 22096 12/7/18 OK Brewbaker, Daniel J BAS 15483 7/2/19 OK
06/23/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	4	Firearms (range)	✓ Same Instructors All Day ✓ Cordial, Ronald D BAS 20441 8/28/20 ✓ Murray, Michael W BAS 20467 3/15/21 ✓ Koontz, Harold W BAS 20319 None 7/15/21
06/24/18	Sun	4 4	8am-12pm 12:30pm-4:30pm	4	Firearms (range)	✓ Same Instructors All Day ✓ Cordial, Ronald D BAS 20441 8/28/20 ✓ Murray, Michael W BAS 20467 3/15/21 ✓ Koontz, Harold W BAS 20319 None

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OHIO PEACE OFFICER TRAINING COMMISSION

SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
06/26/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19
06/27/18	Weds	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 OK Smith, Brian D BAS 22976 11/1/18 OK Glazer, Rodney L BAS 22096 12/7/18 OK
06/28/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19
06/30/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	4	Firearms (range)	✓ Same Instructors All Day ✓ Cordial, Ronald D BAS 20441 8/28/20 ✓ Murray, Michael W BAS 20467 3/15/21 ✓ Koontz, Harold W BAS 20319 None
07/01/18	Sun	4 4	8am-12pm 12:30pm-4:30pm	4	Firearms (range)	✓ Same Instructors All Day ✓ Cordial, Ronald D BAS 20441 8/28/20 ✓ Murray, Michael W BAS 20467 3/15/21 ✓ Koontz, Harold W BAS 20319 None

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
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DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
07/07/18	Sat	4	8am-12pm 12:30pm-4:30pm	4	Firearms (range)	Same Instructors All Day ✓ Cordial, Ronald D BAS 20441 8/28/20 ✓ Murray, Michael W BAS 20467 3/15/21 ✓ Koontz, Harold W BAS 20319 None
07/08/18	Sun	4	8am-12pm 12:30pm-4:30pm	4	Firearms (range)	Same Instructors All Day ✓ Cordial, Ronald D BAS 20441 8/28/20 ✓ Murray, Michael W BAS 20467 3/15/21 ✓ Koontz, Harold W BAS 20319 None

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SCHOOL CALENDAR

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SCHOOL NAME & NUMBER

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DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
07/09/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 3-4	Physical Fitness & Conditioning Crisis Intervention	✓Harris, Molly J BAS 20052 11/19/18 ✓Harris, Molly J BAS 20052 11/19/18
07/10/18	Tues	4	6pm-10pm	8-1	Patrol Aspects & Overview	✓Woolum, Todd B BAS 20925 2/21/21 ✓Keiffer, Kevin A BAS 24071 9/16/18
07/11/18	Weds	1 3	6pm-7pm 7pm-10pm	12-1 3-4	Physical Fitness & Conditioning Crisis Intervention	✓Harris, Molly J BAS 20052 11/19/18 ✓Harris, Molly J BAS 20052 11/19/18
07/12/18	Thurs	4	6pm-10pm	8-1	Patrol Aspects & Overview (practical)	✓Woolum, Todd B BAS 20925 2/21/21 ✓Keiffer, Kevin A BAS 24071 9/16/18 ✓Gannon Jr., Charles C BAS 23930 3/25/21
07/14/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	9-1 9-1	Civil Disorders Civil Disorders	✓Santos, Scott R BAS 22150 1/22/19 ✓Santos, Scott R BAS 22150 1/22/19

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DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
07/16/18	Mon	4	6pm-10pm	8-1	Patrol Aspects & Overview (practical)	Woolum, Todd B BAS 20925 2/21/21 Keiffer, Kevin A BAS 24071 9/16/18 Gannon Jr., Charles C BAS 23930 3/25/21
07/17/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18 Smith, Brian D BAS 22976 11/1/18 <i>OK</i>
07/18/19	Weds	4	6pm-10pm	3-4	Crisis Intervention	Harris, Molly J BAS 20052 11/19/18
07/19/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18 Smith, Brian D BAS 22976 11/1/18 <i>OK</i>
07/21/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	2-2-K 2-2-K	Crimes Against Admin of Safety & Justice Crimes Against Admin of Safety & Justice	Galasso, John G BAS 07020 2/15/21 Galasso, John G BAS 07020 2/15/21

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Page 22 of 35

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (last name, first name, middle initial & OPOTC number)
07/23/18	Mon	4	6pm-10pm	2-2-K	Crimes Against Admin of Safety & Justice	Galasso, John G BAS 07020 2/15/21
07/24/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19
07/25/18	Weds	1 3	6pm-7pm 7pm-10pm	12-1 3-4	Physical Fitness & Conditioning Crisis Intervention	✓ Harris, Molly J BAS 20052 11/19/18 ✓ Harris, Molly J BAS 20052 11/19/18
07/26/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19
07/28/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	10-6 10-6	NHTSA Speed Measuring Devices NHTSA Speed Measuring Devices	✓ Santos, Scott R BAS 22150 1/22/19 ✓ Santos, Scott R BAS 22150 1/22/19

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Page 23 of 35

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy

BAS 18- 021

SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018

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07/30/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 3-4	Physical Fitness & Conditioning Crisis Intervention	Harris, Molly J BAS 20052 11/19/18 Harris, Molly J BAS 20052 11/19/18
07/31/18	Tues	2 2	6pm-8pm 8pm-10pm	3-4 3-4	Crisis Intervention (panel) Crisis Intervention	Harris, Molly J BAS 20052 11/19/18 Harris, Molly J BAS 20052 11/19/18
08/01/18	Weds	4	6pm-10pm	10-6	NHTSA Speed Measuring Devices	Santos, Scott R BAS 22150 1/22/19
08/02/18	Thurs	4	6pm-10pm	10-6	NHTSA Speed Measuring Devices	Anderson, Scott J BAS 21151 8/29/19

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Delaware Area Career Center Peace Officer Academy BAS 18- 021 February 21, 2018- October 16, 2018
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DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
08/06/18	Mon	4	6pm-10pm	10-6	NHTSA Speed Measuring Devices	✓ Santos, Scott R BAS 22150 1/22/19
08/07/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19
08/08/18	Weds	4	6pm-10pm	10-6	NHTSA Speed Measuring Devices	✓ Santos, Scott R BAS 22150 1/22/19
08/09/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19
08/11/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	10-6 10-6	NHTSA Speed Measuring Devices (practical) NHTSA Speed Measuring Devices (practical)	✓ Same Instructors All Day: ✓ Santos, Scott R BAS 22150 1/22/19 ✓ Smith, Brian D BAS 22976 11/1/18 ✓ Baughman, Christopher K BAS 23744 6/30/20 ✓ Anderson, Scott J BAS 21151 8/29/19

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08/12/18	Sun	4	8am-12pm 12:30pm-4:30pm	10-6 10-6	NHTSA Speed Measuring Devices (practical) NHTSA Speed Measuring Devices (practical)	Same Instructors All Day: Santos, Scott R BAS 22150 1/22/19 Smith, Brian D BAS 22976 11/1/18 Baughman, Christopher K BAS 23744 6/30/20 Anderson, Scott J BAS 21151 8/29/19
08/13/18	Mon	4	6pm-10pm	12-2	Critical Stress Awareness	Keiffer, Kevin A BAS 24071 9/16/18 OK
08/14/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18 Brewbaker, Daniel J BAS 15483 7/2/19
08/15/18	Weds	4	6pm-10pm	7-1	First Aid/CPR/AED AHA EXP 6/1/19 3/1/19	Beck-Taylor, Stacie A BAS 24874 4/13/21 OK Gannon, Joanna M BAS15961 7/16/21 OK
08/16/18	Thurs	4	6pm-10pm	8-4	Building Searches	Woolum, Todd B BAS 20925 2/21/21 Santos, Scott R BAS 22150 1/22/19 OK
08/18/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	8-4 8-4	Building Searches (practical) Building Searches (practical)	Same Instructors All Day: Woolum, Todd B BAS 20925 2/21/21 Santos, Scott R BAS 22150 1/22/19 Anderson, Scott J BAS 21151 8/29/19 OK

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy
SCHOOL NAME & NUMBER

BAS 18-021

February 21, 2018-October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
08/20/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	Glazer, Rodney L BAS 22096 12/7/18 OK Glazer, Rodney L BAS 22096 12/7/18 OK Smith, Brian D BAS 22976 11/1/18 OK
08/21/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18 Brewbaker, Daniel J BAS 15483 7/2/19
08/22/18	Weds	4	6pm-10pm	11-1	Crime Scene	Woolum, Todd B BAS 20925 2/21/21
08/23/18	Thurs	4	6pm-10pm	11-1	Crime Scene	Woolum, Todd B BAS 20925 2/21/21
08/25/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	10-4 10-4	Traffic Crash Investigation Traffic Crash Investigation	Anderson, Scott J BAS 21151 8/29/19 Anderson, Scott J BAS 21151 8/29/19

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February 21, 2018- October 16, 2018
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DATE (MM/DD/YYYY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
08/27/18	Mon	4	6pm-10pm	11-1	Crime Scene	Woolum, Todd B BAS 20925 2/21/21
08/28/18	Tues	4	6pm-10pm	11-1	Crime Scene	Woolum, Todd B BAS 20925 2/21/21
08/29/18	Weds	4	6pm-10pm	11-1	Crime Scene (practical)	Woolum, Todd B BAS 20925 2/21/21
08/30/18	Thurs	4	6pm-10pm	11-1	Crime Scene (practical)	Woolum, Charles D BAS 20012 1/4/21 1/15/21
09/01/18	Sat	4	8am-12pm 12:30pm-4:30pm	7-1	First Aid/CPR/AED First Aid/CPR/AED	Same Instructors All Day: 15410 Beck-Taylor, Stacie A BAS 24874 4/13/21 Gannon, Joanna M BAS15961 7/16/21

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18-021 February 21, 2018- October 16, 2018
 SCHOOL NAME & NUMBER SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
09/04/18	Tues	4	6pm-10pm	10-4	Traffic Crash Investigation	Anderson, Scott J BAS 21151 8/29/19
09/05/18	Weds	4	6pm-10pm	10-4	Traffic Crash Investigation	Anderson, Scott J BAS 21151 8/29/19
09/06/18	Thurs	4	6pm-10pm	6-2	Impact Weapons	Glazer, Rodney L BAS 22096 12/7/18 Brewbaker, Daniel J BAS 15483 7/2/19
09/08/18	Sat	4	8am-12pm 12:30pm-4:30pm	8-5 8-5	Stops & Approaches Stops & Approaches	Same Instructors All Day: Woolum, Todd B BAS 20925 2/21/21 Baughman, Christopher K BAS 23744 6/30/20

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 Page 29 of 35

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SCHOOL CALENDAR

Delaware Area Career Center Peace Officer Academy BAS 18- 021
SCHOOL NAME & NUMBER

February 21, 2018- October 16, 2018
SCHOOL DATES: FROM/TO

DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
09/10/18	Mon	4	6pm-10pm	6-2	Impact Weapons	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19
09/11/18	Tues	4	6pm-10pm	10-4	Traffic Crash Investigation (practical)	✓ Anderson, Scott J BAS 21151 8/29/19 ✓ Santos, Scott R BAS 22150 1/22/19
09/12/18	Weds	4	6pm-10pm	10-4	Traffic Crash Investigation (practical)	✓ Anderson, Scott J BAS 21151 8/29/19 ✓ Santos, Scott R BAS 22150 1/22/19
09/13/18	Thurs	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Brewbaker, Daniel J BAS 15483 7/2/19
09/15/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	10-4 10-4	Traffic Crash Investigation (practical) Traffic Crash Investigation (practical)	✓ Same Instructors All Day: ✓ Anderson, Scott J BAS 21151 8/29/19 ✓ Santos, Scott R BAS 22150 1/22/19

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DATE (MM/DD/YY)	DAY	HOURS (#)	TIME (From/To)	TOPIC NO.	OPOTC TOPIC TITLE	INSTRUCTOR(S) (Last name, first name, middle initial & OPOTC number)
09/17/18	Mon	1 3	6pm-7pm 7pm-10pm	12-1 3-8	Physical Fitness & Conditioning Responding to Victims Needs	✓ Glazer, Rodney L BAS 22096 12/7/18 Glazer, Rodney L BAS 22096 12/7/18 OK
09/18/18	Tues	1 3	6pm-7pm 7pm-10pm	12-1 6-1	Physical Fitness & Conditioning Subject Control	✓ Glazer, Rodney L BAS 22096 12/7/18 ✓ Glazer, Rodney L BAS 22096 12/7/18 Brewbaker, Daniel J BAS 15493 7/2/19
09/19/18	Weds	4	6pm-10pm	8-5	Stops & Approaches	✓ Woolum, Todd B BAS 20925 2/21/21 Baughman, Christopher K BAS 23744 6/30/20
09/20/18	Thurs	4	6pm-10pm	8-5	Stops & Approaches	✓ Woolum, Todd B BAS 20925 2/21/21 Baughman, Christopher K BAS 23744 6/30/20
09/22/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	8-5	Stops & Approaches Stops & Approaches	Same Instructors All Day: Woolum, Todd B BAS 20925 2/21/21 OK Baughman, Christopher K BAS 23744 6/30/20 OK Santos, Scott R BAS 22150 1/22/19 OK

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 Page 31 of 35

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09/24/18	Mon	4	6pm-10pm	8-9	Booking and Handling	Bessinger, Jeffrey L BAS 24133 12/2/18 <i>OK</i>
09/25/18	Tues	4	6pm-10pm	8-5	Stops & Approaches	Woolum, Todd B BAS 20925 2/21/21 Baughman, Christopher K BAS 23744 6/30/20 Santos, Scott R BAS 22150 1/22/19
09/26/18	Weds		5pm-7pm	12-1	Physical Fitness & Conditioning Final Assessment	Glazer, Rodney L BAS 22096 12/7/18 <i>OK</i> Harris, Molly J BAS 20052 11/19/18 <i>OK</i> Wiseman, John D BAS 20049 04/29/18 <i>OK</i>
09/27/18	Thurs	4	6pm-10pm	8-5	Stops & Approaches	Woolum, Todd B BAS 20925 2/21/21 Baughman, Christopher K BAS 23744 6/30/20 Santos, Scott R BAS 22150 1/22/19
09/29/18	Sat	4 4	8am-12pm 12:30pm-4:30pm	7-2 7-2	Critical Injury First Aid Critical Injury First Aid	Jividen, David J BAS 15871 8/8/19 <i>OK</i> Glazer, Rodney L BAS 22096 12/7/18 <i>OK</i>

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10/02/18	Tues	4	6pm-10pm	11-15	Interview & Interrogation	Gannon Jr., Charles C BAS 23930 3/25/21
10/03/18	Weds	2	6pm-8pm 8pm-10pm	11-15 11-14	Interview & Interrogation Surveillance	Gannon Jr., Charles C BAS 23930 3/25/21 Gannon Jr., Charles C BAS 23930 3/25/21
10/04/18	Thurs		1pm-3pm	12-1	Physical Fitness & Conditioning Final Assessment (re-test)	Glazer, Rodney L BAS 22096 12/7/18 Wiseman, John D BAS 20049 4/29/18

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10/09/18	Tues	4	6pm-10pm	13-4	Incident Command System	Glazer, Rodney L BAS 22096 12/7/18 OK
10/10/18	Weds	4	6pm-10pm	13-5	National Incident Management System	Glazer, Rodney L BAS 22096 12/7/18 OK
10/11/18	Thurs	4	6pm-10pm	3-5	Child Abuse & Neglect	Baughman, Christopher K BAS 23744 6/30/20 OK

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10/15/18	Mon	2	6pm-8pm 8pm-10pm	8-6 11-2	Vehicle Theft & Identification Electronic Evidence	Smith, Brian D BAS 22976 11/1/18 Smith, Brian D BAS 22976 11/1/18
10/16/18	Tues	2	6pm-8pm	13-2	Bombs and Explosives	Baughman, Christopher K BAS 23744 6/30/20

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Peace Officer Basic Training

Stops & Approaches

Unit 8 – Topic 5



Ohio Peace Officer Training Commission

Education & Policy Section

1650 State Route 56, SW • P.O. Box 309 • London, Ohio 43140

Phone: 800-346-7682 • Fax: 866-393-1275

OPOTCEducationandPolicy@OhioAttorneyGeneral.gov

Effective Date: July 1, 2016

Course Hours: Thirty (30)

Student Goal: The student will know basic principles for conducting vehicle stops in situations of varying risk.

OPOTC CURRICULUM COMMITTEE

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Commissioner

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John Reedy, Instructional Designer – Law Enforcement Training Officer, OPOTC

Legal Reviewer:

Justin Hykes, Esq. – Director of Administration, OPOTC

CONTENTS

Contents	3
References	4
Additional Resources	5
Course Materials	6
Note to Instructor	7
Preparation	8
Student Performance Objectives.....	9
Officer Initiated Contacts/Vehicle Stops	10
Officer Discretion & Communication.....	17
Assessment	21
Cruiser Positioning Options & Lighting	25
Beginning the Officer Initiated Contact	30
Approaches.....	33
Practical Scenario Training	41
When Conditions and/or Assessment Elevate Risk.....	43
Suspect Walk-Back Patterns (<i>SPO #9</i>)	46
Practical Scenario Testing (<i>SPO #9</i>).....	50
Controlling the Suspect & Taking Custody	52
Practical Scenario Testing (<i>SPO #12</i>).....	58
High-Risk Vehicle Stops.....	60
Practical Scenario Testing (<i>SPO #14</i>).....	69
Vehicle Type Considerations.....	72
Conclusion	75
Handout #1 –Tactical Approach Options.....	76
Worksheet #1 – Line of Duty Video Presentation	77
Worksheet #2 – Cruiser & Officer Positioning	78
Practice Exercise	82
Proficiency Testing Record	91

REFERENCES

This lesson plan is based on the following sources. However, it is the responsibility of the instructor to use the most recent references.

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Whren v. United States, 517 U.S. 806 (U.S. 1996)

ADDITIONAL RESOURCES

International Association of Chiefs of Police. (2005). *Your vest won't stop this bullet, 14 minutes*. [DVD].

Line of duty videos referenced within lesson plan are available at www.ohleg.org under the current peace officer basic training curriculum, Additional Resources folder for 8-5 Stops & Approaches.

Ohio Department of Public Safety. (2001). *Roll call training: Professional traffic stops, 16 minutes*. [DVD].

Ohio Peace Officer Training Commission. (current version). *Peace officer basic training (POBT): Unit 1-2 introduction to policing* [Lesson plan]. London, OH: Ohio Attorney General, Ohio Peace Officer Training Commission

Ohio Peace Officer Training Commission. (current version). *Peace officer basic training (POBT): Unit 2-3 arrest, search, & seizure* [Lesson plan]. London, OH: Ohio Attorney General, Ohio Peace Officer Training Commission

Ohio Peace Officer Training Commission. (current version). *Peace officer basic training (POBT): Unit 3-4 crisis intervention* [Lesson plan]. London, OH: Ohio Attorney General, Ohio Peace Officer Training Commission

Ohio Peace Officer Training Commission. (current version). *Peace officer basic training (POBT): Unit 8-1 patrol techniques* [Lesson plan]. London, OH: Ohio Attorney General, Ohio Peace Officer Training Commission

COURSE MATERIALS

TEACHING AIDS

<input checked="" type="checkbox"/> Erasable Board/Markers	<input type="checkbox"/> Easel/Notepads
<input checked="" type="checkbox"/> AV Equipment	<input checked="" type="checkbox"/> Lectern/Table
<input checked="" type="checkbox"/> Practice Exercise	<input checked="" type="checkbox"/> Proficiency Testing Record
<input type="checkbox"/> Other _____	
<input checked="" type="checkbox"/> Handouts	

INSTRUCTIONAL TECHNIQUES

<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Group Discussion
<input checked="" type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Scenario-based Training
<input checked="" type="checkbox"/> Individual Exercise	<input checked="" type="checkbox"/> Hands-on Techniques
<input checked="" type="checkbox"/> Role Play	<input checked="" type="checkbox"/> Problem Solving
<input type="checkbox"/> Other _____	

NOTE TO INSTRUCTOR

Instructors are expected to:

- Bear in mind the legal, moral, professional and ethical implications of instructing in a commission-approved program.
- Follow student-to-instructor ratios (if applicable)
- Follow student-to-equipment ratios (if applicable)
- Use any and all opportunities which may arise during instruction of the required material to point out to the students the legal, moral, professional and ethical responsibilities they will bear to their employers and communities while serving in an official capacity.
- Understand that this information provided is the minimum standard. Instructors are expected to go above the minimum.
- Incorporate as many principles of adult learning as possible to include Problem Based Learning (PBL), Student Centered Learning (SCL), active group discussions, scenario activities and other responsible adult learning techniques. Emphasis should be placed on the benefits of ethical behavior and the consequences of unethical behavior throughout.

POWERPOINT PRESENTATIONS

Many lesson plans are accompanied by a very basic PowerPoint Presentation. These are most often a series of slides that include a title slide and the SPOs for the topic. This is intended to be a baseline presentation that instructors are expected to use as a starting point while preparing to teach the topic. Instructors may save the file locally and add slides in support of their teaching efforts. These may include instructor biographical information, expansion of the SPOs, information pertinent to the topic, illustrations, group exercises and other items that will enhance student learning.

PRACTICAL EXERCISES

The student will be required to demonstrate vehicle approaches, suspect Walk-Backs, suspect pat downs, and taking suspects into custody in order to successfully complete the skill requirements of this lesson plan.

For Practical Scenario Training, SPO's #9 and #12, the student will need to be given or use the following items: vehicle to use as a cruiser, duty belt with inert weapon, a role player as a suspect, a suspect vehicle, and a controlled area for training.

For SPO #14, the student will need to be given or use the following items: two vehicles to use as cruisers, duty belt with inert weapon, two role players as suspects, a suspect vehicle, and a controlled area for training.

Any skills required to be demonstrated may also be tested on the written state certification examination (SCE).

OHIO PEACE OFFICER TRAINING COMMISSION

PREPARATION

A. Introduction

1. Instructor

2. Course

B. The purpose of this topic is to teach basic principles for conducting vehicle stops in situations of varying risk

C. SPOs

Intro – PPT #1

***List of SPOs
PPTs #2 – #4***

STUDENT PERFORMANCE OBJECTIVES

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

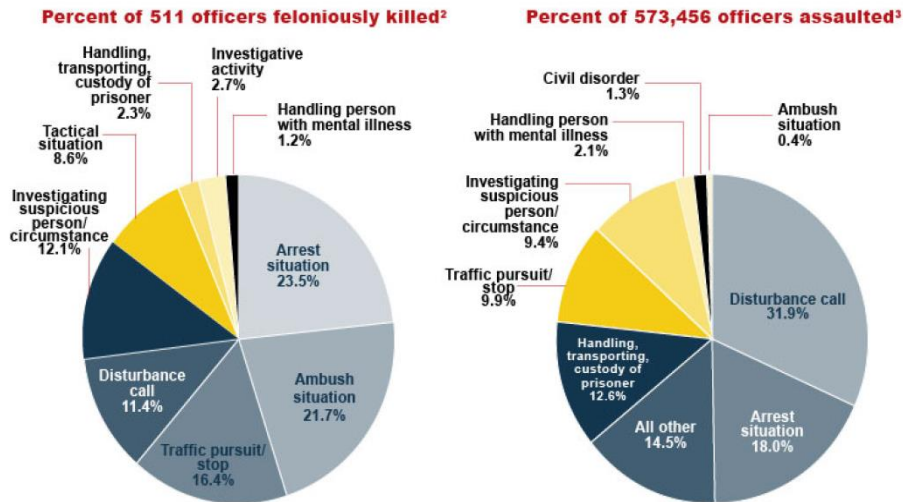
1. Identify the two most common methods by which an officer may be injured or killed during an officer initiated contact.
2. Explain the meaning of the term officer initiated contact.
3. Explain the two legal foundations for making a vehicle stop.
4. Identify the two general categories of vehicle stops.
5. Define the term Unknown-Risk vehicle stop.
6. Define the term High-Risk vehicle stop.
7. Identify why the most crucial component of the officer initiated contact is the assessment.
8. Describe the areas of concern as it relates to a vehicle stop assessment.
9. Demonstrate an Unknown-Risk vehicle stop.
10. Describe the pieces of information the officer should relay to the communication center prior to activating the overhead lights and/or siren.
11. Explain the two approach patterns.
12. Demonstrate an Unknown-Risk vehicle stop, taking a suspect into custody, and performing a full suspect search.
13. Identify the goals in a High-Risk vehicle stop.
14. Demonstrate a High-Risk vehicle stop.

OFFICER INITIATED CONTACTS/VEHICLE STOPS

- A. Officer initiated contacts/vehicle stops is one of the most dangerous aspects of the law enforcement profession

Large Group Discussion – Obtain current line of duty officer injury or fatality reports occurring during vehicle stops from an online source such as <http://www.odmp.org> to share with the class

Law Enforcement Officers Feloniously Killed and Assaulted
Percent Distribution¹ by Circumstance at Scene of Incident, 2004–2013



FBI (2014)

Instructor may elect to show one or two video(s) from Line of Duty at this point, referenced under the Additional Resources section.

The instructor may use his/her discretion as to when the videos are presented. After each video, have the students complete Worksheet #1 then review their answers as a whole class.

Encourage students to use techniques and terminology they learned in class in their explanations.

NOTE: Concepts, techniques, instruction, tests, and commentary used by Line of Duty may be helpful as options in the field and used at the instructor's discretion for discussion. They may not necessarily agree with the OPOTC lesson plan content.

Worksheet #1

- B. **TWO MOST COMMON METHODS BY WHICH AN OFFICER MAY BE INJURED OR KILLED DURING AN OFFICER INITIATED CONTACT**

1. Felonious assault

SPO #1 – PPT #5

2. Crash

3. All tactics used by officers when making an officer initiated contact must account for these two possibilities in order to protect against injury, death, or both

Question to Class – What do you think an officer initiated contact is?

Anticipated answer below.

C. OFFICER INITIATED CONTACT – any situation in which the officer deploys directly from a cruiser to intentionally make contact with a suspect or citizen

SPO #2 – PPT #6

1. Deployment options taught in this lesson plan are effective for nearly any type of officer initiated contact

SPO #2 – PPT #7

- a. Contact involving an occupied stopped vehicle
- b. Contact involving an occupied or unoccupied parked vehicle
- c. Contact involving individual(s) on or off the roadway (e.g., hitchhiking)

2. A vehicle stop is one kind of an officer initiated contact

Question to Class – What are the legal foundations for making a vehicle stop?

Anticipated answers below.

3. TWO LEGAL FOUNDATIONS FOR MAKING A VEHICLE STOP

Delaware v. Prouse (1979)

SPO #3 – PPT #8

- a. Probable cause – when the facts and circumstances within the officer's knowledge, and of which he/she has reasonably trustworthy information sufficient to warrant a person to believe that an offense has been, or is being, committed by the person to be arrested
- b. Reasonable suspicion – is less than probable cause but more than a hunch and based on circumstances, common sense judgments, and inferences about human behavior, that criminal activity was being planned or is in the process of being executed

SPO #3 – PPT #9

Large Group Discussion – Present this situation to the class with the goal of understanding the difference between probable cause and reasonable suspicion.

An officer receives a dispatch of drunk driving in progress. The dispatch was based on an eyewitness motorist following the vehicle, stating it was “weaving all over the roadway,” as well as reporting the make, model, color, and registration of the suspect vehicle. The caller identified himself to the police dispatcher and provided his home and cell phone numbers.

The officer locates the suspect vehicle and radios for verification. Thirty to forty seconds elapse in which the officer observes no erratic driving or weaving. The officer stops the vehicle and subsequently arrests the driver for driving under the influence of alcohol. The driver submitted to a breath analysis and was charged.

Questions to class – Was the stop appropriate? What do you think the outcome was?

Anticipated Answers – The dispatch information is sufficient to seek out the vehicle.

The officer needs to corroborate the veracity and reliability of the informant’s tip.

In this case, the corroboration did not occur because the officer did not observe any weaving or other erratic driving, therefore, the officer lacked justification to stop the vehicle.

Officers must have reasonable suspicion to stop a motorist for investigation and probable cause to make an arrest or issue a citation.

City of Maumee v. Weisner (1999)

4. Under the Fourth Amendment, a vehicle stop is considered a seizure and must be reasonable
 - a. A seizure can be
 - (1) A limited temporary detention
 - (2) A full custody arrest
 - b. A seizure must meet the standards of the United States Constitution as interpreted by the United States Supreme Court and other applicable courts

United States Constitution (n.d.)

- c. An officer's reason to initiate a stop must be such that it can be articulated to the court
 - (1) In a report
 - (2) In testimony
- d. The lack of a legal foundation for initiating a stop can lead to severe consequences
 - (1) Civil liability
 - (2) Criminal liability
 - (3) Loss of community support for the agency
 - (4) Damage to the officer's personal reputation
 - (5) Disciplinary action within the officer's agency

42 U.S.C.A. § 1983

18 U.S.C.A. § 242

Question to Class – Does law enforcement have authority to ask occupants to exit a vehicle?

Anticipated answer below.

- 5. Authority to request all occupants to exit the vehicle
 - a. The United States Supreme Court held an officer may order the driver of a vehicle who is not under arrest out of the vehicle while the officer issues a traffic citation
 - b. The Court viewed this intrusion on the driver as minimal and used a balancing analysis in favor of the police
 - c. The Court acknowledged that officers are shot by seated drivers and determined that officers' safety outweighed the slight inconvenience to the driver
 - d. The Court did not require the officer to show the driver was dangerous when ordering the driver to exit the vehicle
 - e. The authority granted by *Mimms* was extended to include passengers
 - (1) After stopping a speeding car, in which Wilson was a passenger, a Maryland state trooper ordered Wilson out of the car upon noticing his apparent nervousness
 - (2) When Wilson exited, a large quantity of cocaine fell to the ground

***Pennsylvania v. Mimms*
(1977)**

***Maryland v. Wilson*
(1997)**

- (3) He was arrested and charged with Possession of Cocaine with Intent to Distribute
- (4) Wilson argued that it was an unreasonable seizure and a violation of his Fourth Amendment rights when the trooper ordered him out of the car
- (5) The Court decided that police officers, while making a traffic stop, are permitted to order passengers to get out of the car
- f. Irrelevant if the officer has a reasonable suspicion or any reason to believe that there is criminal activity or the occupants are armed and dangerous
- g. Mere hunch is acceptable, as this is a precautionary measure
- 6. The United States Supreme Court adopted an objective test of *could* any officer have stopped the same vehicle for the same traffic offense, not *would* any officer have done so (i.e., "Could/Would Test")
 - a. The Court developed the general rule that the decision to stop an automobile is reasonable where the police have probable cause to believe that a traffic violation has occurred
 - b. If an officer has the legal authority to stop a driver, any additional underlying intent or motivation does not invalidate the stop
 - c. Officers have the ability to stop and temporarily detain traffic suspects in order to develop probable cause to arrest or search
 - d. After the citation is issued, if no reasonable articulable suspicion has developed to detain the driver/passenger(s) further, the officer must end contact and allow the vehicle to leave the scene of the traffic stop
- 7. Use of force
 - a. Officer presence, coupled with polite verbal commands and proper directions, will control most situations; however, when force is needed it must be applied reasonably
 - b. Officers must learn to apply techniques appropriate to the situation and within the use of force policy approved by the officer's agency

Whren v. United States (1996)

c. In questionable use of force situations, officers will be judged by the objective reasonableness standard

Graham v. Connor (1989)

(1) Reasonableness must allow for the fact that officers are often forced to make split-second judgments

(2) In situations that are tense, uncertain, and rapidly changing...

(3) About the amount of force that is necessary for a particular situation

D. TWO GENERAL CATEGORIES OF VEHICLE STOPS are Unknown-Risk and High-Risk

Petrocelli & Petrocelli (2006)
SPO #4 – PPT #10

1. Vehicle stops are the most common form of enforcement in our country

2. There is no course, book, article, or seminar that can show any officer the single best way to deal with all of the different circumstances he/she will encounter

a. Each situation is different and potentially deadly

b. Each suspect is different

c. Each officer is different

d. What can be taught are the primary principles and indicators an officer needs to consider before the stop is made and during the contact itself

e. Once an officer begins to think in this context, he/she can cut through the differing confusion and chaos each scene may present

3. **UNKNOWN-RISK VEHICLE STOP – a vehicle stop which has an unknown potential for felonious assault or vehicle crash**

SPO #5 – PPT #11

4. **HIGH-RISK VEHICLE STOP – a vehicle stop which has a high potential for felonious assault or vehicle crash**

SPO #6 – PPT #12

5. All vehicle stops proceed through three distinct stages

a. Beginning

(1) Calling dispatch

(2) Assessing the vehicle stop

- (3) Positioning the cruiser
- b. Middle
 - (1) Approaching the suspect vehicle
 - (2) Contacting the suspect
 - (3) Re-approaching the suspect vehicle
- c. End
 - (1) Clearing the scene
 - (2) Completing associated paperwork

E. Officer safety

Question to Class – When navigating through an officer initiated contact, what is an officer's primary concern?

Anticipated answer below.

1. An officer's primary concern during an officer initiated contact is to facilitate and complete the contact safely for himself/herself and the suspect by properly assessing
2. Poor assessment can result negative consequences
 - a. Traffic-related causes of law enforcement deaths over the past decade (2004-2013)
 - (1) Auto crashes – 434
 - (2) Motorcycle crashes – 71
 - (3) Struck by train – 4
 - (4) Struck by vehicle – 136
 - b. People-related causes of law enforcement deaths over the past decade (2004-2013)
 - (1) Beaten – 8
 - (2) Stabbed – 14
 - (3) Strangled – 1

NLEOMF (2014)

OFFICER DISCRETION & COMMUNICATION

A. Discretion and communication enhancing officer safety – officer initiated contacts represent a large part of enforcement that an officer engages in during his/her career; having good communication skills and a good decision making process in place prior to exercising judgment is crucial

1. Discretion can be defined as the freedom of an individual officer to make a choice as to whether or not to take formal enforcement action

a. Example

b. An officer stops a vehicle for speeding. Issuing a citation is formally enforcing the law. Issuing a warning is informally enforcing the law

2. Discretion is an option available when peace officers need to choose how the law is enforced

3. Improper use can create problems for the officer and his/her agency

4. Considerations when exercising discretion

a. The severity of the offense

(1) The amount of officer discretion is inversely proportional to the severity of the offense (i.e., the worse the offense, the less discretion available to the officer)

(2) The danger to others the offense represents

b. What else is going on

(1) Remain cognizant of emergencies or events that may affect driver behavior

(2) An example of poor use of discretion is running radar within blocks of an active fire scene

c. Will the negative outweigh the positive

(1) Proactive motor vehicle enforcement normally benefits the community

(2) Certain situations may be such that the risks represented by strict enforcement are too great

***Petrocelli &
Petrocelli (2006)***

***POBT: Unit 1-2
introduction to
policing***

OHIO PEACE OFFICER TRAINING COMMISSION

- (3) An example of poor use of discretion is cutting across a funeral procession to write a parking ticket
- d. Operator explanation
 - (1) Situations exist in which an operator's profession or professional circumstances may have strongly led to the driver committing the offense
 - (2) Officers should remain professional, but also be compassionate, empathetic, and open minded enough to consider an operator's personal plight
 - (3) An example would be a surgeon called to the hospital for emergency surgery
 - (4) Verification can be accomplished quickly with today's technology
- e. Department policy
 - (1) Policy can be driven by community interest
 - (2) High accident or speeding areas are sometimes identified for enforcement in the public's interest
 - (3) A simple explanation will justify limiting officer discretion in this situation
- 5. Factors that should never enter into an officer's decision making process
 - a. Race
 - b. Color
 - c. Creed
 - d. Religion
 - e. Gender
 - f. Sexual orientation
 - g. Disability
- B. Communication

***POBT: Unit 3-4
crisis intervention***

1. Criminal justice work involves both oral and written communication, and officer initiated contacts require both of those skills to be executed well
2. Preparing reports that are grammatically sound while providing all essential information is imperative
3. By the same token, verbal communication requires careful planning and thoughtful preparation prior to speaking
4. Speaking and listening are reciprocal parts of the communication process

Question to Class – Why do you think communication skills can have a critical effect on officer safety during an officer initiated contact?

Anticipated Answer – The officer does not want to start a conflict because of his/her demeanor.

5. Properly understanding and managing the communication process can go a long way in avoiding conflicts during an officer/suspect contact
 - a. Effective listening is a top priority in all matters of law enforcement
 - b. Listening is not a natural activity and is learned
 - c. Telling someone something is not the same thing as communicating
 - d. Merely speaking doesn't ensure that you are being heard, so speak directly to a person and look for indicators of hearing and understanding (e.g., nods, verbal acknowledgments)
6. Listening and speaking are part of a natural process that should occur together
 - a. Prepare yourself both physically and mentally to listen and compel yourself to focus on what is being said
 - b. Give the speaker the appropriate time to complete his/her statement
 - c. Prejudgment based on the way an individual may communicate must be avoided, as prejudgment can begin the contact in a negative light

- d. Adjust your listening and response to the goal of the contact and assessment of the situation
- e. Listening enables the officer to assign the appropriate meaning to the information being presented which avoids an unwarranted conflict
- f. As part of the assessment, this understanding can also give the officer an advantage of recognizing an increased threat level

7. Critical analysis and response

- a. This requires the officer to be able to distinguish between facts and inferences as well as evaluate the quality of the inferences
 - (1) Factual statements can be verified or proven
 - (2) Inferences are assertions or claims that are based on observation or fact but are not necessarily true
- b. The officer will be called upon to quickly distinguish between statements that can be accepted at face value as truths and statements that require proof
- c. Response is contingent upon the combination of good assessment, listening, and subsequent understanding
 - (1) Affirming that the suspect may have a right to feel as he/she does about his/her situation when responding to him/her, as long as he/she is not violent, makes for a manageable contact
 - (2) Offering supporting statements to demonstrate empathy for the suspect's feelings before and after the contact helps prevent unnecessary conflict and enhance a just and safe resolution for everyone involved

ASSESSMENT

A. THE MOST CRUCIAL COMPONENT OF THE OFFICER INITIATED CONTACT IS THE ASSESSMENT

SPO #7 – PPT #13

1. Without assessment, officers cannot choose a plan of action
2. The officer is constantly assessing and re-assessing the threat level for factors that may appear or change and necessitate tactical adjustment
3. Assessment can change a situation at any time before and during the vehicle stop. This could be based upon
 - a. Additional information received
 - b. Officer observations
 - c. Actions by the suspect, passengers, or others within close proximity to the contact

SPO #7 – PPT #14

B. THE AREAS OF CONCERN AS IT RELATES TO A VEHICLE STOP ASSESSMENT – assessment can be divided into three distinct but overlapping areas of concern

SPO #8 – PPT #15

Large Group Discussion – Ask the class to define each of the three areas of concern.

Discuss answers. Instructor should ensure that the answers below are covered.

1. **Pre-contact** – any prior knowledge, information or observations that the officer has or experiences before the contact occurs
2. **Environment** – weather, terrain, location, and observable obstacles in the area
3. **Sensory sweep** – information gained from using any of the officer's five senses during and after the approach

SPO #8 – PPT #16

Small Group Discussion – Have each group discuss the items that a peace officer should consider when making or changing assessment of a vehicle stop and categorize them into one of the three areas of concern. Then have each group share their answers.

The instructor should facilitate a large group discussion and use the information below to anchor the discussion.

4. **Pre-contact concerns**

a. **The purpose of the stop** including but not limited to

- (1) Suspicious vehicle/persons
- (2) Operating Vehicle Under the Influence (OVI)
- (3) Driving Under Suspension (DUS)
- (4) No Operator's License (No OL)
- (5) Fictitious Registration
- (6) No rear license plate stickers
- (7) Reckless operation
- (8) Excessive speed

b. **Available information**

- (1) Whether the owner of the vehicle has a Carrying Concealed Weapon (CCW) license
- (2) Whether the owner of the vehicle has any active warrants and the severity of the charges
- (3) Any BOLO (Be On the Lookout)
- (4) Unusual bumper stickers or logos (e.g., Swastika, Anarchy symbols)
- (5) License plate obstruction

c. **Time of day – an officer may choose a completely different course of action at night, as opposed to during the day**

d. **Structural design of the suspect's vehicle**

- (1) Van
- (2) Motorcycle
- (3) Pick-up truck with or without cap or elevated
- (4) Panel or dump truck

SPO #8 – PPT #17

***Magnuson &
Durkin (2006)***

- (5) Semi
- e. **Number and actions of visible occupants**
 - (1) Head/shoulder movement
 - (2) Unusual vehicle actions
 - (a) Pulling over prior to being signaled
 - (b) Slow in pulling over
 - (c) Abruptly pulling over when signaled
 - (d) Brake lights on after stopping
 - (e) Reverse lights come on after stopping
- f. **Availability of backup**
- g. **Situational surroundings**
 - (1) Known high crime areas
 - (2) Known gang areas
 - (3) Bars (e.g., establishments with a record of incidents)
- 5. **Environmental concerns**
 - a. **Weather conditions**
 - b. **Traffic speed and congestion**
 - c. **Terrain**
 - (1) On a curve
 - (2) Roadside ditches or upward slopes
 - (3) How many lanes are on the road
 - (4) Proximity of parking lots
 - (5) Complexity of the nearest intersection
 - (6) Possible escape avenues if the driver runs, by either vehicle or foot
- 6. **Sensory sweep**

SPO #8 – PPT #18

SPO #8 – PPT #19

- a. **Unusual body language after the stop**
- b. **Exiting the vehicle without the officer's request**
- c. **Multiple visible occupants and/or vehicles**
- d. **Visibly agitated state (any occupant) alone or accompanied by**
 - (1) **Providing documents for the wrong vehicle**
 - (2) **Providing forged documents**
- e. **Any distinct or unusual smells**
 - (1) Drugs
 - (2) Chemicals
- f. **Any distinct or unusual sounds**
 - (1) Unfastening seatbelt
 - (2) Action of a firearm
 - (3) Unusual conversation
 - (4) Accelerating engine
 - (5) Skidding tires
 - (6) Trunk unlatching
 - (7) Unusual responses to questions or requests

CRUISER POSITIONING OPTIONS & LIGHTING

- A. There is no single way to position a cruiser that will account for all possible scenarios an officer may encounter during a vehicle stop
- B. Knowing the strengths and weaknesses of several basic positions will allow an officer to utilize certain positions in a variety of ways
- C. Considerations for choosing a cruiser position
 - 1. Choice should be based on the position that provides the officer the greatest tactical advantage and control over the situation
 - 2. Officer should consider each hazard threat level
 - a. Felonious assault
 - b. Vehicle crash
 - 3. Cruiser positioning should be compatible to the contact method the officer intends to use

Small Group Exercise – Have groups draw various vehicle stop configurations and discuss pros and cons of each. Students should consider distance, cruiser angle, location, and area.

- D. The two basic cruiser positions for vehicle stops
 - 1. 1 – 1 ½ car lengths back and offset to the left with front wheels to the left
 - 2. 1 – 1 ½ car lengths back and offset to the right with front wheels to the left (should not be used for the Left-Side Walk-up approach)

Question to Class – Why is the offset to the right position not used for the Left-Side Walk-up approach?

Anticipated Answer – Suspect view of the officer.

- E. Use a buffer-zone
 - 1. The offset in each of the two basic positions is normally half the width of the cruiser or three feet
 - 2. Ideally, the front license plate of the cruiser will line up with the right or left side of the suspect's vehicle, depending on whether a right or left offset is used

PPT #20

PPT #21

3. Officers using a left offset create a buffer-zone from passing traffic when they are at the contact point with the suspect
4. This buffer-zone forces traffic out and around the officer
5. In the event of an accidental crash or a passing motorist should attempt a felonious assault on the officer with his/her vehicle, this offset may force the suspect to miss or severely slow down due to the angle created by the position of the cruiser

F. Optional cruiser positions

1. Optional cruiser positions can be used
 - a. When the suspect's vehicle is parked out-of-position for standard cruiser positions
 - b. At the officer's discretion during any vehicle stop
2. Optional position #1 – Angled Left Offset to Rear

Large Group Discussion – Should an Angled Left Offset to Rear be used when it is dark? Why or why not?

Anticipated Answer – No, because takedown lights and headlights of the cruiser will be aimed at oncoming traffic.

- a. Angled Left Offset to Rear is for daytime use only
 - b. Can be used within 1 – 1 ½ car lengths
 - c. This position affords a margin of protection from passing traffic when the officer is exiting the cruiser
 - d. The left front corner should extend farther out than the edge of the driver's side cruiser door when it is fully opened
 - e. This provides the officer with a safe and quick exit from the cruiser, while providing a buffer-zone for the officer making a Left-Side Walk-up approach
 - f. Trailing edge of cruiser is protected by its own left front bumper
 - g. Passing traffic is forced left around cruiser hood providing the officer a safer exit
3. Optional position #2 – Straight Left Offset to the Rear
 - a. Straight Left Offset to the Rear can be used in the day or night

**Magnuson &
Durkin (2006)
PPT #22**

PPT #23

- b. Does not offer the protection provided by Angled Left Offset to the Rear

G. Lighting considerations

Question to Class – What are some things to consider when there is poor or limited light during a vehicle stop?

1. When positioning the cruiser for a vehicle stop at night, the officer must use the available cruiser lights to achieve and maintain tactical advantage in the safest way possible. Lighting goals include
 - a. Limit the time and ability to exhibit unsolicited actions by impairing the vision of all suspect vehicle occupants
 - b. Illuminate the suspect vehicle and surrounding area to improve vision and gain tactical advantage
 - c. Provide proper lighting for cruiser cameras and make passing motorists aware of your presence
 - d. Technology has increased the lighting intensity of all officer lighting options
 - e. The prevailing thought has been to use all available lighting to achieve the goals
 - f. The combination of lighting options will be contingent upon the circumstances of the individual stop
 - (1) The officer may wish to have the rear flashers off if planning to pass behind the cruiser in order not to blind himself/herself
 - (2) The officer may wish to have the front flashers off to improve the effectiveness of the take down lights
 - g. Options that give the officer the best view while providing maximum safety are preferred
 - h. Headlight settings
 - (1) Use the setting that best suits your tactical needs
 - (2) Low beams may not light up the area as well but do not cast as intense shadows during the officer's approach

- (3) High beams wash light to the sides of the suspect's vehicle which, when required, is a situational advantage
- i. Takedown lights
 - (1) Take down lights are a clear white light source usually located at the center of the light bar
 - (2) They cannot be manipulated, shine straight ahead, and are maximized at approximately 20 feet.
 - (3) This understanding is critical to placement of the cruiser
- j. Cruiser mounted spot light
 - (1) Powerful beam mounted on the "A" pillar of the cruiser, manually operated and adjusted by the officer from inside, but can be operated from the outside with the driver's door open
 - (2) Spot light is aimed directly into the driver's side mirror of the suspect vehicle

Large Group Discussion – What is your goal when aiming the spotlight at the suspect vehicle's mirrors?

Anticipated Answer – To reduce officer visibility.

- k. Wig/Wag lighting
 - (1) Wig/Wags are an emergency lighting option usually mounted within the headlight assembly of a cruiser
 - (2) Provide alternating flash patterns for the cruiser headlight bulbs
 - (3) Used to further disorient the occupants of the suspect vehicle and provide an additional level of emergency lighting for motorist awareness
- l. Personal flashlights
 - (1) The officer should utilize the flashlight in a way that safely achieves the lighting goals
 - (a) Do not hold the flashlight in the dominant hand
 - (b) Tuck the flashlight under the non-dominant arm when manipulating any other object (e.g., citation, Portable Breath Test)

- (c) This keeps the dominant hand free to quickly access the officer's tools
- (2) This may include
 - (a) Turning the flashlight on only at the final moment of approach when officer position would already be known to the suspect
 - (b) Turning the flashlight to the rear to provide additional safety from vehicle strikes. Keep in mind that this will create a silhouetting situation, compromising safety
 - (c) Activating and deactivating the flashlight at situation-driven, tactically appropriate moments (e.g., not giving away your location)
- 2. Upon completion of the stop, make sure your lighting is reduced so as to allow the suspect vehicle to safely enter traffic flow

BEGINNING THE OFFICER INITIATED CONTACT

A. DEMONSTRATE AN UNKNOWN-RISK VEHICLE STOP

1. Radio the intention to initiate contact
2. Signal the intention to initiate contact
3. Conduct approach preparation and exit
4. Conduct approach pattern
5. Make contact at the suspect vehicle
6. Verbally address the suspect
7. Return to the cruiser
8. Re-approach the suspect vehicle
9. Return to the cruiser
10. Conduct a Walk-Back pattern

- B. An officer initiated contact begins when an officer observes a violation or obtains other information that develops into probable cause or reasonable suspicion to stop a vehicle or pedestrian
- C. Assess and mentally plan the contact from known information; continually adjust your assessment as you acquire more information
- D. When possible, collect and relay pertinent information well before initiating the actual vehicle stop

Question to Class – Why is this critical to officer safety?

Anticipated Answer – This gives the officer and potential responding units valuable assessment time to determine what tactics should be used during the contact.

E. Radioing the intention to initiate contact

1. **PIECES OF INFORMATION THE OFFICER SHOULD RELAY TO THE COMMUNICATION CENTER PRIOR TO ACTIVATING THE OVERHEAD LIGHTS AND/OR SIREN**
 - a. **Location (e.g., street/mile marker, cross reference)**

SPO #9 – PPT #24

Introduce the SPO components

***Petrocelli &
Petrocelli (2006)
SPO #10
PPT #25***

<ul style="list-style-type: none"> (1) In terms of officer safety, this is the most vital piece of information the officer can relay which is why it is called in first (2) If something unforeseen happens, at least the backup officers will know where to proceed to render aid (3) Be sure other responders could find you and refrain from calling in obscure or little known streets and address numbers (4) The goal is for them to get there, so use cross streets and landmarks when possible 	<p>SPO #10 PPT #26</p>
<ul style="list-style-type: none"> b. Vehicle registration (i.e., state, type, number) <ul style="list-style-type: none"> (1) An example would be Ohio passenger ABC 123 (2) Learn the phonetic alphabet by practicing when not engaged in a contact (3) Officers will be nervous when making the stop and knowing the phonetic alphabet is one less thing to complicate concentration 	<p>SPO #10 PPT #27</p> <p><i>Follow your agency policy as this procedure is agency specific</i></p>
<ul style="list-style-type: none"> c. Vehicle characteristics (i.e., make, model, color, body style) <ul style="list-style-type: none"> (1) An example would be Honda Civic, black, 2 door (2) Any other distinguishing factors that would allow backup officers to immediately spot the vehicle <ul style="list-style-type: none"> (a) Damage to the vehicle (b) Hard or soft top (c) Window tint (d) Bumper or window stickers 	<p>SPO #10 PPT #28</p>
<ul style="list-style-type: none"> d. Occupants <ul style="list-style-type: none"> (1) Call in the number of occupants (2) Their perceived gender and race (3) Any other distinguishing characteristics 	<p>SPO #10 PPT #29</p>

e. **Nature of offense (contingent on threat assessment)**

**SPO #10
PPT #30**

- (1) **Understand that the relative severity of the offense does not always correlate to the threat level encountered**
- (2) **An officer may wish to advise the communication center of the nature of the violation if the officer senses a heightened level of threat**
- (3) **All officers should monitor communications and stay attuned to the nature of the contact a fellow officer is initiating**
- (4) **This will enable all to start towards an area before being dispatched as the time saved will equate to precious seconds and foster a culture of professional concern**

**SPO #10
PPT #31**

2. **Methods to deliver the information**

**Magnuson &
Durkin (2006)**

a. **Use an acronym**

- (1) **L – Location**
- (2) **O – Occupant(s)**
- (3) **C – Color**
- (4) **A – Auto**
- (5) **L – License**

b. **Start at the bottom**

- (1) **Start at the ground and move up (easy way to remember)**
- (2) **When the officer looks down, he sees the ground. Call it in. Location**
- (3) **As the officer looks up the next thing seen is the vehicle registration. Call it in. License**
- (4) **As the officer looks a little further up the next thing seen is the vehicle. Call it in. Vehicle description**
- (5) **As the officer looks further up the next thing seen is through the back window. Call it in. Occupants**

**Petrocelli &
Petrocelli (2006)
Not to be taken
literally**

3. **Officers should understand what information is needed and use the method to deliver it that best fits the circumstances of the contact**

4. **Officer's should follow relevant agency policy and procedure**

OHIO PEACE OFFICER TRAINING COMMISSION

APPROACHES

A. Signaling the intention to initiate contact

**Magnuson &
Durkin (2006)**

Large Group Discussion – Ask the class what methods are available to signal an intention to contact and why multiple methods may be needed.

Answers will vary.

1. Activate emergency lights – usually this is all it will take to attract the attention of the suspect
2. Emergency lights and horn
3. Emergency lights and siren

B. Approach preparation and exit

**Petrocelli &
Petrocelli (2006)**

Large Group Discussion – Why is this critical to officer safety and what actions do you think this refers to?

Anticipated answers below.

1. Prior to the vehicle coming to a complete rest, the officer should have already
 - a. Removed the seatbelt (in the last moment before complete rest)
 - b. Secured any food or beverages
 - c. Made sure cruiser is unlocked
 - d. Made sure the portable radio is activated
 - e. Ensured less lethal options are available and accessible
 - f. Ensured a flashlight is available, even in daylight
 - g. Made sure not to have any equipment in the dominant hand
2. The officer should be ready to exit the cruiser quickly
 - a. Take a good look back for approaching traffic
 - b. Exit quickly with an almost constant eye on the occupants of the stopped vehicle

C. Approach patterns

*Small Group Discussion – Assign each group either a Right-Side Walk-up approach or Left-Side Walk-up approach and have them list the advantages and disadvantages of each?
Discuss the responses with the class.*

1. The officer must now decide how to approach the vehicle while prioritizing officer safety
2. There is, in fact, no single right way; rather, there are options from which the officer may choose, contingent on the perceived threat level
3. The “right way” is the way each individual officer can safely and efficiently achieve the contact goals
4. An officer well versed in these patterns will be able to mix and match them to any situation
5. Approach pattern goals
 - a. Officer safety (e.g., avoiding traffic, avoiding assault)
 - b. Using the element of surprise
 - c. Acquiring the best view of the suspect vehicle interior
 - d. Determining location of cover and concealment
6. **TWO APPROACH PATTERNS**
 - a. **Left-Side Walk-up**
 - b. **Right-Side Walk-up**
7. **Left-Side Walk-up**
 - a. **Approach preparation**
 - b. **Visually monitor the occupant actions – shoulders, hands, eyes**
 - c. **Maintain weapon awareness**
 - (1) **Keep jacket zipped, if worn, and tucked out of way from firearm**
 - (2) **Keep holster retention secured**

SPO #11
PPT #32

SPO #11
PPT #33 – #34

Question to Class – Why are you considering your holster retention at this point?

Anticipated Answer – In the event an attempt is made to take your weapon.

d. Begin the approach and sensory sweep

**SPO #11
PPT #35**

- (1) Wait for a break in traffic that will allow time to exit and approach**
- (2) To maintain noise discipline, don't slam the cruiser door**
- (3) Approach, keeping close to the cruiser, near the door and hood**
- (4) After passing front bumper of cruiser, cut in and follow a path aligned with the left side of the suspect's vehicle**
- (5) Rely on hearing and peripheral vision to monitor traffic**

**SPO #11
PPT #36**

e. Mid approach

**SPO #11
PPT #37**

- (1) Monitor actions of driver and passengers continually with glances at other areas**
- (2) Monitor brake lights and trunk**
 - (a) Application of brake or reverse lights elevate the threat**
 - (b) There are two schools of thought on touching the trunk and which one used will be determined by assessment**
 - i. Touch the trunk to ensure against unexpected opening**
 - ii. Do not touch the trunk; this action may give away your position and slow the approach**
- (3) Check rear seat area to confirm number of occupants**
- (4) Take note of unusual sounds or smells**

**SPO #11
PPT #38**

**SPO #11
PPT #39**

f. Contact at the suspect vehicle

SPO #11
PPT #40

- (1) **Stay behind the rear or trailing edge of the front door**
- (2) **Your body should be close to, but not touching, the suspect vehicle**
 - (a) **This position will create a severe angle for the suspect attempting to shoot the officer**
 - (b) **Staying behind the trailing edge of the door prevents the officer from being struck by the door opening**
- (3) **Concentrate on occupant hands and sudden movements**
- (4) **Optional Post Ahead (PA) position if a purpose for it arises**
 - (a) The PA position is a position located forward of the "A" post of a vehicle
 - (b) Possible reasons to move ahead of the suspect's door include
 - i. Tactical necessity (i.e., view)
 - ii. It has been determined that danger from traffic is greater than from occupants
 - iii. To view the VIN
 - iv. Perceived friendlier officer-suspect contact
 - (c) When moving to this position, concentrate on weapon awareness, visual assessment, balance, and traffic

PPT #41

(5) Verbally address the suspect. Be polite but in control

SPO #11
PPT #42

Small Group Discussion – Present the following questions to student groups and allow time for them to answer the question. Review their answers as a whole class.

How should an officer communicate with a suspect on an unknown-risk stop?

What questions or statements should the officer make and in what order?

Instructor should anchor the discussion.

(a) Greet – greet the suspect	Thompson (1983)
(b) I.D. – identify yourself and your agency	
(c) Reason – state the reason for the vehicle stop	
(d) Request the suspect’s operator’s license, proof of insurance, and CCW license, if necessary	Follow agency policy if different
i. Never reach in the vehicle to grab anything from any occupant with your dominant hand	SPO #11 PPT #43
ii. Take the documents with your non-dominant hand	
iii. Hold the license high enough so you need only move your eyes to see both the license and the suspect’s hands	
(e) Advise the suspect that you are going back to your cruiser to review the documents and, for his/her safety, he/she should remain in the vehicle and await your return	SPO #11 PPT #44
g. Returning to the cruiser – pre-citation and post-citation	SPO #11 PPT #45
(1) Utilize a technique based on your assessment of the suspect and traffic that maintains your safety	
(2) One option is to turn your head “down the middle” towards the curb nearest the passenger side of the cruiser (i.e., driver’s side for right side approach)	
(3) Upon reaching the cruiser door, pause and check the suspect’s position and movement again	
(4) Take a mental snapshot of the vehicle and occupant position	
h. Writing a citation and re-approaching the vehicle	SPO #11 PPT #46
(1) Your primary concern must be your safety	
(2) Divided attention provides an opportunity for aggressive actions by any vehicle occupant	
(3) Monitor occupant actions frequently and check mirrors to maintain traffic awareness	

- (4) Any unnecessary sound should be eliminated (e.g., turn down any music)
- (5) When writing a citation, keep interior lights to a minimum. Red lighting allows less cruiser interior visibility
- (6) When you have completed any necessary checks and paperwork, if the assessment has not changed, the officer can return to the suspect's vehicle to return documents and/or enforcement papers
- (7) Re-approach the suspect vehicle with the same officer safety diligence and assessment performed in the initial approach
- (8) Safely return to the cruiser

SPO #11
PPT #47

PPT #48

8. Right-Side Walk-up

**Petrocelli &
Petrocelli (2006)**
SPO #11

- a. Traditionally, officers have used the left side approach which has been repeated in movies and television enough that it is what motorists expect

Small Group Discussion – Present the following question to student groups and allow time for them to answer the question. Review their answers as a whole class.

What are the advantages and disadvantages of a Right-Side Walk-up and at what points does it differ from a Left-Side Walk-up?

Instructor should anchor the discussion.

b. Advantages

- (1) Most Americans are right handed and the officer will have a better view of the occupant's right hand as it is more difficult to hide with body position
- (2) Any actions to toss contraband into another part of the vehicle or hand it off will be easier to see
- (3) Allows a greater plain view of the interior
 - (a) Ashtrays
 - (b) Purses or bags
 - (c) Ignition

Practical Scenario Training – For this exercise, the student will need to be given or use the following items: a vehicle to use as a cruiser, duty belt with inert weapon, a role-player as a suspect, a suspect vehicle, and a controlled area for training.

Each student should perform an Unknown-Risk simulated stop while practicing acceptable assessment skills as well as a Left-Side Walk-up approach and Right-Side Walk-up approach. The students should focus on perfecting their approach patterns. As they go through the rest of the lesson plan, the practical exercises will build on this foundation.

PRACTICAL SCENARIO TRAINING

- A. The goal in this course is to effectively layer training for each student. To facilitate this, practice and repetition at points in the lesson plan where performance can be evaluated and adjusted by the instructor before moving on is encouraged
 - 1. This scenario will cover information presented on pages 10-40 of this lesson plan. Instructors are encouraged to integrate aspects of all information presented in these sections in order to place the student in a situation that simulates the environment in which he/she will be working
 - 2. Instructors are expected to provide the necessary information, critique to facilitate student learning of the skills and concepts reflected in the lesson plan up to this point
 - 3. It is strongly encouraged that training be conducted, at least in part, under low light conditions or, at best, at night in natural darkness, where the student can experience the effects
- B. The following information identifies training specifics and safety considerations
- C. Training management
 - 1. Set up a series of staged stationary vehicle stops (i.e., one suspect vehicle and one cruiser vehicle per vehicle stop) in a safe area free of distracting pedestrian or vehicular traffic
 - 2. Break students into groups, no larger than ten per group, and assign each group to a vehicle stop
 - 3. A certified instructor shall monitor no more than 10 students and 2 vehicle stop exercises during the practical portion of the training
 - 4. Assign one student within the group to role play the stopping officer
 - a. Make sure each student practices at least one Right-Side Walk-up and one Left-Side Walk-up approach
 - b. This student should concentrate on using the information learned thus far and should expect more difficult scenarios later in the training block
 - 5. Assign one student within the group to role play the suspect driver and instruct him/her to cooperate fully with the student officer

6. Instruct all parties that the scenario is a traffic control device infraction stop
7. Assign one student to observe the practical exercises while standing near the driver/passenger side front tire of the suspect vehicle depending on officer approach pattern or unless force on force is used (e.g., marking cartridges)
 - a. This student is responsible to observe the actions of practicing students (e.g., officers)
 - b. In addition to the instructor, this student also discusses positive or negative actions of the practicing students with them after the scenarios. Rotate students through this position
8. Assign remaining students in the group to safe positions of observation clear of the suspect vehicle area; these students should be actively watching each exercise and should participate in debriefing
9. Ensure that the area and all vehicles, instructors, and students have been properly screened and or searched for live or harmful weapons, materials, or substances of any kind prior to training
 - a. If anyone leaves the area and re-enters, ensure that individual is checked again
 - b. Re-check persons and vehicles after breaks
10. Ensure that any training weapons used are clear and safe
 - a. Ensure that instructors have been properly trained in the use of any training equipment, simulating firearms, or implements
 - b. Solid, plastic, non-functional training firearms are recommended unless instructors have current and specific training and certification in the use of other weapon simulation equipment
11. The instructor should lead debriefing
12. Ask questions of the students in order to encourage them to solve problems and/or make mistakes on their own before offering answers or solutions

WHEN CONDITIONS AND/OR ASSESSMENT ELEVATE RISK

- A. The officer should understand that during an officer initiated contact the suspect will have the tactical advantage
 - 1. Action is always faster than reaction
 - 2. Pre-planning and vigilance mitigate suspect initiated action
- B. The decision making cycle
 - 1. Perceive the threat
 - 2. Evaluate intention and available delivery system
 - 3. Decide on an appropriate tactical response
 - 4. Act or respond to the threat
- C. Whether an officer can perform this process quickly enough to save his/her life or prevent injury depends on two factors
 - 1. Type of relevant training the officer has received
 - 2. Amount of practice the officer has completed
- D. The speed at which an officer can react to a suspect depends on two things
 - 1. Practice – the repetition of tactically sound techniques
 - 2. Preparation – always in the mindset of being prepared for anything
- E. The officer's best response is to move, forcing the suspect to react to the officer
- F. It is faster for an officer to move than it is to draw and shoot from a secure holster
- G. Darkness alone creates elevated risk
 - 1. Limits to the officer's senses
 - 2. Limits to the other motorist's senses
 - 3. Divided attention and physical manipulation required due to the flashlight

***Magnuson &
Durkin (2006)***

Large Group Discussion – Ask the class to come up with examples of when, during an approach pattern, darkness would affect approaches.

Have small groups address how they would deal with those examples.

Instructor should anchor the discussion.

H. Weather creates elevated risk

1. Limits to the officer's senses
2. Limits to the other motorist's senses
3. Divided attention to maintain balance
4. Added traffic concern
5. Issues created by additional clothing on the officer and suspect

I. Terrain creates elevated risk

1. Limited escape route
2. Limited option of approach
3. Risk of injury to officer and suspect

J. Suspect behavior – the officer should understand that any of these behaviors can occur at any time during the contact and he/she should be mentally and physically prepared to recognize and respond to this behavior

1. Unusual movement – you need to be able to articulate what the unusual movement was and why you thought it was unusual
2. Looks back to find the officer – remain aware of the capabilities of the suspect's vehicle mirrors and understand his/her fields of view
3. Exits the vehicle
4. Displays a weapon
5. The officer should visualize worst case scenarios and routinely think of appropriate responses

**Petrocelli &
Petrocelli (2006)**

Large Group Discussion – Ask the class to come up with examples of when, during an approach pattern, suspect behavior would affect approaches.

Then have small groups address how they would deal with those examples. If the students do not address the possibility of modifying the approach pattern variation in Handout #1, go over this in depth and stress that conditions must be right to safely perform any approach modification the officer feels that assessment dictates.

Instructor should anchor the discussion.

Handout #1

6. Make sure students understand that the following responses are not in any order and that response should be in proportion and appropriate to the risk assessed

- a. Give verbal commands

- (1) Ensure the suspect knows, through officer presence and tone, that these are commands and not requests
- (2) Strong, simple verbal commands are the officer's best weapon. They allow the officer to articulate important information while maintaining a safe, tactical distance
- (3) If the suspect is complying, and it is appropriate, use commands to get the suspect into a position of disadvantage
- (4) If the suspect does not comply, the officer can consider this heightened threat from a safe distance

- b. Improve position by moving whatever direction is safer than the officer's current position

- c. Radio for assistance

- d. Utilize available cover and/or concealment

- K. Officer response options to lethal aggression while still in the cruiser

1. Place the cruiser in reverse and back away
2. Get low in the seat use the engine block as cover
 - a. Make sure your weapon stays accessible
 - b. Practice this movement before an incident occurs
3. If the officer is outside the cruiser, he/she should move to cover or concealment, based upon what is available

Show supporting videos either provided or added by the instructor

Responses will be driven by circumstances and are in no particular order

SUSPECT WALK-BACK PATTERNS (SPO #9)

- A. Three suspect walk-back patterns – these options can be used when assessment elevates the threat level and a safer method of contact is indicated

SPO #9 – PPT #53

1. All three patterns require

SPO #9 – PPT #54

- a. The officer remain behind the concealment of the cruiser door (a cruiser door is not good cover, but can provide some level of protection)
- b. The officer directs the suspect to walk back to the cruiser out in the open

2. The officer takes a ready stance prior to ordering the suspect to walk back and can even take the holster ready position (i.e., dominant hand onto pistol grip prepared to release holster retention system), if the threat assessment dictates

SPO #9 – PPT #55

Large Group Discussion – Ask the class to come up with examples of when the officer may choose to use one of these patterns.

Anticipated Answer – When assessment indicates an elevated threat level.

3. The patterns

SPO #9 – PPT #56

- a. Walk-Back
- b. Walk-Through
- c. Walk-Back/Walk-Through

- B. SUSPECT WALK-BACK PATTERN

**Magnuson &
Durkin (2006)
SPO #9 – PPT #57**

1. Approach preparation is the same
2. Approach pattern goals are the same
3. Acquiring the best view of the interior will be from a distance
4. Upon exiting the cruiser, take a standing position behind the open cruiser door in a ready stance
 - a. Be aware that the open door will make the cruiser profile closer to passing motorists
 - b. Do not reveal position with flashlight if dark

SPO #9 – PPT #58

OHIO PEACE OFFICER TRAINING COMMISSION

c. Constant assessment and sensory sweep	
d. Ensure there is a break in traffic to allow suspect a safe exit before signaling the suspect to do so	SPO #9 – PPT #59
(1) By hand signal	
(2) Verbally – utilize speaker if necessary	
e. Greet the suspect	SPO #9 – PPT #60
(1) Response considerations if the driver has a CCW and is carrying a weapon	
(2) If known, the officer should ascertain the location of the firearm and verify compliance to the law	
(3) Persons issued a concealed handgun license are required to	R.C. 2923.12(B) SPO #9 – PPT #61
(a) Promptly inform any law enforcement officer who approaches after the stop that they have a license and are carrying a concealed handgun	
(b) Keep their hands in plain sight while the officer approaches and leaves the vehicle unless directed otherwise by the officer	
(c) Not knowingly touch the concealed handgun unless directed otherwise by the officer	SPO #9 – PPT #62
(d) Not knowingly disregard or fail to comply with any lawful order of any law enforcement officer while the person is stopped	
f. Ask the suspect to retrieve his/her license, registration, and insurance and to bring it with them to your cruiser	SPO #9 – PPT #63
g. Request that the suspect walk back to your cruiser	
h. As the suspect nears, direct him/her to stand near the driver's side front tire of the cruiser	SPO #9 – PPT #64
i. Use the non-dominant hand to retrieve documents by making the suspect hand them to you. Do not reach over the door for the documents and place yourself at a tactical disadvantage	

- a. **The officer's assessment of the suspect may indicate a position behind the passenger door is more appropriate**
 - (1) **Suspect exhibits signs of impairment**
 - (2) **Suspect movements**
 - (3) **Traffic patterns have changed**
 - b. **The ability to multitask is crucial to officer safety**
2. **Facilitate the change in plan by communicating with the suspect**
- a. **Request the suspect stop while the officer changes position**
 - b. **Request the suspect go back to the vehicle; move while his/her back is turned**
 - c. **Move quickly behind the cruiser to the passenger door position and continue the Walk-Through pattern**

SPO #9 – PPT #75

**Discuss
situational
awareness**

**SPO #9 – PPT #76
PPT #77**

SPO #9

Practical Scenario Testing – For this exercise, the student will need to be given or use the following items: a vehicle to use as a cruiser, duty belt with inert weapon, a role-player as a suspect, a suspect vehicle, and a controlled area for training.

Each student should perform a complete Unknown-Risk simulated stop. He/she should practice until proficiency can be demonstrated by him/her prior to being tested by certified instructors.

PRACTICAL SCENARIO TESTING (SPO #9)

- A. This course requires that students satisfactorily complete three proficiency tests
 - 1. This will be the first test and will cover information presented on pages 10-49 of this lesson plan. Instructors are encouraged to integrate aspects of all information presented in these sections in order to place the student in a situation that simulates the environment in which he/she will be working
 - 2. Students are expected to satisfactorily complete the requirements of *SPO #9*
- B. The following information identifies training specifics, grading criteria, and safety considerations
- C. Test management
 - 1. Set up a series of staged stationary vehicle stops (i.e., one suspect vehicle and one cruiser vehicle per vehicle stop) in a safe area free of distracting pedestrian or vehicular traffic
 - 2. Break students into groups, no larger than ten per group, and assign each group to a vehicle stop
 - 3. A certified instructor shall monitor no more than 10 students, and 2 vehicle stop exercises during the practical portion of the training
 - 4. Assign one student within the group to role play the suspect driver
 - 5. Assign remaining students in the group to safe positions of observation clear of the suspect vehicle area; these students should be actively watching each exercise and should participate in the after exercise discussions
 - 6. Ensure that the area and all vehicles, instructors, and students have been properly screened and or searched for live or harmful weapons, materials, or substances of any kind prior to training
 - a. If anyone leaves the area and re-enters, ensure that individual is checked again
 - b. Re-check persons and vehicles after breaks
 - 7. Ensure that any training weapons used are clear and safe
 - a. Ensure that instructors have been properly trained in the use of any training equipment, simulating firearms, or implements

- b. Solid, plastic, non-functional training firearms are recommended unless instructors have current and specific training and certification in the use of other weapon simulation equipment

D. DEMONSTRATE AN UNKNOWN-RISK VEHICLE STOP

SPO #9 – PPT #78

1. **Radio the intention to initiate contact**
2. **Signal the intention to initiate contact**
3. **Conduct approach preparation and exit**
4. **Conduct approach pattern**
5. **Make contact at the suspect vehicle**
6. **Verbally address the suspect**
7. **Return to the cruiser**
8. **Re-approach the suspect vehicle**
9. **Return to the cruiser**
 - a. After the student returns to the cruiser, instruct them to perform a Walk-Back pattern
 - b. The student role player is to cooperate
10. **Conduct a Walk-Back pattern**

CONTROLLING THE SUSPECT & TAKING CUSTODY

A. Preparation

1. The officers should make sure, prior to duty, that they are in possession of all necessary equipment to effect an arrest
2. Make sure equipment is in good working order and prepared for use
3. The officer should have practiced accessing his/her equipment from a variety of positions with the dominant and non-dominant hands

B. Control

1. This begins with the officer's voice
 - a. Must leave no doubt that the officer is in control
 - b. Must be strong, clear, and authoritative when appropriate
 - c. Avoid using tones that are challenging, pleading, bullying, or argumentative
 - d. When maintaining a professional positive demeanor, there is no room for arguing with a suspect
 - e. The concept of ask, tell, demand is based on the assumption that you want to control every situation without the use of force
 - f. The officer's goal is to get the suspect to voluntarily comply with requests
2. Presence and positioning
 - a. Maintain good body alignment
 - b. Avoid standing directly in front of the suspect
 - c. Use angles whenever possible
 - d. Control the space between you and the suspect
 - e. If multiple officers are present use the contact/cover principle
3. Situational awareness – at any time during an officer initiated contact, assessment may indicate that an offender must be taken into custody

St. Hilaire (2013)

***POBT: Unit 8-1
patrol techniques***

- a. The need to be emotionally, cognitively, and physically present when working
- b. Aware of what is happening around you
- c. Prepared to meet the challenges presented at any moment and responding appropriately

4. Pre-attack indicators

Glennon (2012)

- a. Signals or cues a person displays that may indicate a pending attack
- b. Can be verbal, non-verbal, conscious, and/or unconscious
- c. Although not a guarantee, the following indicators may indicate the subject is a threat

Patrick & Hall (2010)

- (1) Non-compliance with orders
- (2) Presence of a weapon
- (3) Trying to hide his/her hands
- (4) Target glance – looking for a place to attack (e.g., gun grab, watching the leg or hip area to implement a takedown)
- (5) Clenching – constriction of muscles indicating stress and a readiness to attack. Could be hands, jaw, arms, shoulders, or any other muscle group
- (6) Eye contact – amount of eye contact will be abnormal, too much or too little
- (7) Bladed/fighting stance – weight shifted to support his/her dominant side
- (8) Flanking – moving to the side or rear of an officer
- (9) Abnormal breathing – rapid, deep, and/or shallow breathing
- (10) Posturing – puffing up chest
- (11) Nervous movement – trembling, bobbing, rocking back and forth
- (12) Body grooming – removing shirt and or jewelry

C. Custody decision

Large Group Discussion – Ask the class to come up with examples of why and where, during an officer initiated contact, assessment may indicate that an offender must be taken into custody.

Have small groups come up with arrest locations within approach and Walk-back patterns and how they would accomplish taking the suspect into custody. Have them draw it out and explain the process to the class.

Critique.

1. Any time during the contact
2. Anywhere within the patterns
3. Mental planning and practice should be ongoing

D. Communication – the order in which the following is accomplished will be contingent upon the circumstances of each individual contact

1. Communicate your intention to the suspect and give commands
2. Notify the communication center
3. Communicate the need for backup
4. If assessment indicates multiple arrestees, issue commands and wait for backup

E. Pay close attention to your environment

1. Know your location in relation to
 - a. The suspect's vehicle
 - b. To your vehicle
 - c. To traffic
 - d. To the terrain (e.g., ditches, fences, other obstructions)
2. Scan for possible threats

F. Vehicle extraction

Use these class exercises to refer back to when doing the practical for this section

Glennon (2012)

1. If the suspect refuses to comply with verbal commands, the officer can utilize the same techniques taught in Subject Control, as long as the force used is reasonable and complies with agency policy
 - a. Pressure points
 - b. Joint locks
 - c. Strikes
 - d. Escorts
 - e. Takedowns
 - f. Less lethal weapons
 2. Assessment and situational awareness
 - a. Traffic
 - b. Keep dominant hand clear
 - c. Suspect hands
 - d. Cover locations
- G. Handcuffing – there are several different techniques for handcuffing
1. It is a matter of personal preference in non-resistive situations
 - a. Standing
 - b. Kneeling
 - c. Prone
 2. When dealing with resistive suspects, the technique that is easiest to apply is the technique to be used
 - a. Depending on agency policy and personal preference, you may want to use a fixed object such as a vehicle to place the suspect against
 - b. Some do not like this approach because it can give the suspect something to push off of
 - c. Make sure the suspect is in a balance displacement position prior to approach
 3. The goal in these situations is to get the handcuffs on

***Caution reaching
in an operational
vehicle***

H. Pat down

**POBT: Unit 2-3
arrest, search, &
seizure**

Large Group Discussion – Ask the class to come up with examples of when the officer would pat down an individual not in relation to an arrest situation.

Anticipated Answer – When having anyone the officer is not placing under arrest at that moment take a seat in his/her cruiser and there is reason to believe the person is armed.

1. The main concepts that should be present in any variation of the search of a person are
 - a. Watch his/her hands
 - b. Verbalize to gain and maintain a level of compliance
 - (1) Using verbal commands, have the subject
 - (a) Show his/her hands
 - (b) Turn and face away from you
 - (c) Spread his/her feet apart
 - (d) Place both hands behind his/her back in a position of your choice
 - (2) Once satisfied with his/her position, take control of his/her hands with your non-dominant hand and ask if he/she has any weapons on him/her or anything that could hurt you during a pat down (e.g., knives, needles)
 - c. Utilize balance displacement techniques
 - d. Maintain control upon physical contact with the individual
 - e. Search the subject by quadrants
2. Be cognizant that assessment will determine how these concepts are implemented in any given situation

I. **DEMONSTRATE AN UNKNOWN-RISK VEHICLE STOP, TAKING A SUSPECT INTO CUSTODY, AND PERFORMING A FULL SUSPECT SEARCH**

**SPO #12
PPT #79**

1. **Complete an Unknown-Risk vehicle stop as performed in SPO #9**

- a. Take custody of the suspect at the suspect vehicle
 - b. Perform a full search
 - c. Place the suspect in the cruiser
2. Complete an Unknown-Risk vehicle stop as performed in **SPO #9**
- a. Take custody of the suspect in the area between the front of the cruiser and the rear of the suspect vehicle
 - b. Perform a full search
 - c. Place the suspect in the cruiser
3. Complete an Unknown-Risk vehicle stop using a suspect Walk-Back pattern and take custody of the suspect at the cruiser as performed in **SPO #9**
- a. Perform a full search
 - b. Place the suspect in the cruiser

SPO #12
PPT #80

SPO #12
PPT #81

SPO #12

Practical Scenario Testing – For this exercise, the student will need to be given or use the following items: a vehicle to use as a cruiser, duty belt with inert weapon, a role-player as a suspect, a suspect vehicle, and a controlled area for training.

Each student should perform a complete Unknown-Risk simulated stop and control the suspect at each of the three areas listed in the SPO. He/she should practice until proficiency can be demonstrated by him/her prior to being tested by certified instructors.

PRACTICAL SCENARIO TESTING (*SPO #12*)

- A. This course requires that students satisfactorily complete three proficiency tests
 - 1. This will be the second test and will cover information presented on pages 10-57 of this lesson plan. Instructors are encouraged to integrate aspects of all information presented in these sections in order to place the student in a situation that simulates the environment in which he/she will be working
 - 2. Students are expected to satisfactorily complete the requirements of *SPO #12*
 - 3. This proficiency test will require the student to repeat the actions in *SPO #9* prior to each action required in *SPO #12* to effectively demonstrate the additional layer of knowledge
- B. The following information identifies training specifics, grading criteria, and safety considerations
- C. Test management
 - 1. Set up a series of staged stationary vehicle stops (i.e., one suspect vehicle and one cruiser vehicle per vehicle stop) in a safe area free of distracting pedestrian or vehicular traffic
 - 2. Break students into groups, no larger than ten per group, and assign each group to a vehicle stop
 - 3. A certified instructor may monitor no more than 10 students and 2 vehicle stop exercises during the practical portion of the training
 - 4. Assign one student within the group to role play the suspect driver for each action within the proficiency test. Do not use the same student role player for every action. This will give the student the experience dealing with different body types, genders, and sizes as well as demonstrate their ability to adapt to each
 - 5. Assign remaining students in the group to safe positions of observation clear of the suspect vehicle area; these students should be actively watching each exercise and should participate in after exercise discussions
 - 6. Arrests can take place by design or necessity at any location encompassed by the area of the stop and the student must demonstrate they understand the considerations concerning each area

7. Ensure that the area and all vehicles, instructors, and students have been properly screened and or searched for live or harmful weapons, materials, or substances of any kind prior to training
 - a. If anyone leaves the area and re-enters, ensure that individual is checked again
 - b. Re-check persons and vehicles after breaks
8. Ensure that any training weapons used are clear and safe
 - a. Ensure that instructors have been properly trained in the use of any training equipment, simulating firearms, or implements
 - b. Solid, plastic, non-functional training firearms are recommended unless instructors have current and specific training and certification in the use of other weapon simulation equipment

D. DEMONSTRATE AN UNKNOWN-RISK VEHICLE STOP, TAKING A SUSPECT INTO CUSTODY, AND PERFORMING A FULL SUSPECT SEARCH

**SPO #12
PPT #82**

1. **Complete an Unknown-Risk vehicle stop and take custody of the suspect at the suspect vehicle**
 - a. The student should be told that the driver has a warrant on them
 - b. The student role player will then be taken into custody at the suspect vehicle, fully searched, and placed in the cruiser
2. **Complete an Unknown-Risk vehicle stop and take custody of the suspect in the area between the front of the cruiser and the rear of the suspect vehicle**
 - a. The student should be told to request the driver to exit the vehicle and proceed to the area between the cruiser and the suspect vehicle for a field sobriety test. Assume the suspect has just failed
 - b. The student role player will then be taken into custody between the vehicles, fully searched, and placed in the cruiser

HIGH-RISK VEHICLE STOPS

A. Mentally prepare each day by

1. Noting appropriate stop locations while on patrol
2. Rehearsing what will be said and in what order
3. Pre-planning where backup officers should be positioned during each phase of the stop

B. Factors known to the officer

Large Group Discussion – Ask the class to come up with examples of why a High-Risk stop would be performed.

Have a student write the responses on the board with the instructor anchoring discussion.

1. The officer is dealing with the person's information and assessment indicates the person is prone to assault
2. The vehicle or occupants are engaging in or have been involved in a felony
3. Any other facts that can be articulated by the officer which heighten the threat level

**Petrocelli &
Petrocelli (2006)**

C. Dispatch and cover officer communication considerations

1. Before initiating the stop
 - a. Request backup
 - b. Determine where the units are responding from
 - c. Gauge the time it will take them to get there
 - d. Visualize and communicate possible locations for the stop based on that time
2. Consider the following
 - a. Multiple units from other jurisdictions will be responding
 - b. Remember that weapons will be unholstered; look at backgrounds, if shots should be fired
 - c. Use locations that distance you from the civilian population

OHIO PEACE OFFICER TRAINING COMMISSION

- (1) Communicate your position in relation to your selected location
- (2) If the suspect initiates activity to force the stop, communicating your location is crucial

D. Mechanics of the stop

Small Group Discussion – Assign each group one of the exercises in Worksheet #2. They should position the backup cruiser(s) and backup officers in the exercises and be prepared to defend their decision by explaining to the class the benefits and problems of the placement they chose.

Have a representative from each group come to the board to diagram and explain their choices to the class.

Ask if any of the other groups have anything different to add.

Worksheet #2

1. Definitions

- a. Primary cruiser – initial cruiser making the vehicle stop
- b. Secondary cruiser – the second cruiser deployed on the vehicle stop
- c. Primary officer – the first officer on scene and designated to perform all of the communication with the suspect(s) and assign officer positions
- d. Cover officer(s) – the officer(s) designated the primary duty to cover the suspect(s) until all are in custody
- e. Backup officer – any other officer arriving in support of the vehicle stop; each can be designated left or right dependent on their position to the contact officer

**Magnuson &
Durkin (2006)**

2. GOALS IN A HIGH-RISK VEHICLE STOP

- a. **Take all the time needed to pre-plan the stop**
- b. **If possible, wait for backup prior to initiating the stop**
- c. **If the suspect forces the stop, cover the vehicle from the safest location possible and hold position until backup arrives**
- d. **In a perfect situation, it is safest to have four officers on scene**

**SPO #13
PPT #83
PPT #84 – #87**

- e. **Cruiser positions should be such to create a wall between officers and suspects**

Large Group Discussion – What are the pros and cons of each position? When should they be used? Where? Are there any other options? Where should additional cruisers be placed and what are options for officer positioning.

Answers will vary, as they are dependent upon the assessment.

- f. **Maintain cover and concealment in a low profile position**

**SPO #13
PPT #88**

- (1) **The engine block provides more effective cover**
- (2) **Cruiser tires may offer some protection from rounds striking the ground**

- g. **Maintain weapons coverage on all suspects until all are in custody**

- h. **Initially, control three main things**

**Magnuson &
Durkin (2006)
SPO #13
PPT #89**

- (1) **Keys**

- (a) **Placed on the roof**
- (b) **Thrown out the window**
- (c) **Circumstances or personal choice dictate which**
- (d) **The goal being the vehicle cannot be driven away**

- (2) **Hands**

**SPO #13
PPT #90**

- (a) **Out the window**
- (b) **Fingers interlaced on top of head**
- (c) **Out to the side with palms up**
- (d) **The goal being the suspect(s) cannot access a weapon**

- (3) **Eyes**

**SPO #13
PPT #91**

- (a) **Direct away from officer's actions**
- (b) **The goal being the suspect(s) cannot plan an attack**

i. One officer, if not the primary officer, must be designated to issue assignments to other officers and commands to suspects	SPO #13 PPT #92
j. At least one officer should have a long gun (e.g., rifle, shotgun) and be assigned to cover the suspects and vehicle throughout the stop	
k. Suspects are called out one at a time starting with the driver, and are placed in a position of disadvantage (e.g., kneeling, prone) – several options are available to communicate these orders	Deactivate sirens but not lights SPO #13 PPT #93 PPT #94
(1) Use of the cruiser public address system	Mic. wire length limits use of cover
(2) Use of a strong voice	
l. Follow the stages of arrest in proper order	SPO #13 PPT #95
(1) Control	
(2) Handcuff	
(3) Search	
(4) Officers assigned this task should not have long guns as they will need to go hands on and must holster to do so	
m. Clear the suspect vehicle – in all options, initially use the public address system to give any remaining suspects the opportunity to come out	SPO #13 PPT #96
n. Consider the following options	SPO #13 PPT #97 PPT #98
(1) Using a K-9, if available, and there is an open suspect vehicle door	
(2) Cruiser drive by with cover officer walking beside	PPT #99
(3) Chemical weapon deployment from a delivery system that allows officers to maintain cover (e.g., pepper ball)	
(4) Officer run up – presents the most risk to officers	SPO #13 PPT #100 PPT #101
(a) Two officers are designated to make a rapid, low profile approach to respective positions at the rear corners of the suspect vehicle	

- (b) **Touch the trunk to guard against unexpected opening**
- (c) **Check the rear seat by a “quick peek” method**
- (d) **Yell “clear” or “suspect”**
- (e) **Check the front seat in the same manner**
- (f) **Any observed suspects should cause officers to seek cover and issue additional commands**
- (g) **If the interior is clear, retrieve the keys and check the trunk, staying close to the vehicle on each officer’s respective side**
- (h) **In all actions, crossfire situations must be avoided**

**SPO #13
PPT #102**

E. Commands

**Petrocelli &
Petrocelli (2006)**

1. The designated addressing officer should use clear, simple, brief commands
2. Suspect should be given a reasonable amount of time to comply before giving another command
3. All commands should be started with the person to whom the order is directed (e.g., driver, front passenger, rear driver side, rear passenger side)
4. Only one suspect should be moving at a time and all on scene officers should know who that is
5. Between each command there should be a three to five second delay to ensure compliance and allow updates from backup officers
6. Example command string
 - a. “Driver, turn off the car”
 - b. “Driver, throw the keys out the window”
 - c. “Driver, put both hands outside the window”
 - d. “Front passenger, put both hands out the window”
 - e. “Driver, open your door from the outside”

- f. "Driver, place your feet on the ground"
- g. "Driver, face the hood of your car"
- h. "Driver, place your hands above your head"
- i. "Driver, leave your door open"
- j. "Driver, walk backwards towards the police units"
 - (1) At this point, if the suspect vehicle has four doors or is a van
 - (2) The driver may be directed to open the left rear door, then continue back
 - (3) This will allow officers clearing the vehicle later to see the interior from a distance
 - (4) Backup officers should be covering the suspect(s)/occupant(s) who are on their side of the suspect vehicle
- k. "Driver, stop" (at a point approximately 10 feet from the officers)
- l. "Driver, turn around slowly" (conduct a visual weapons check)
- m. "Driver, face your vehicle"
 - (1) An area should be predetermined and communicated to all involved officers
 - (2) Where, based on assessment, it is safest to effectuate handcuffing the suspect
 - (3) At this point, you may choose to direct the suspect further to get them to that predetermined area
- n. "Driver, get on your knees"
- o. "Driver, sit back on your ankles"
- p. "Driver, place both hands on the ground"
- q. "Driver, lower your chest to the pavement"
- r. "Driver, lay flat on your stomach, arms stretched out to the side"

This will be driven by terrain

May choose to bring them back between cruisers to limit officer exposure

- s. "Driver, cross your ankles"
 - t. "Driver, do not move"
 - u. "Left backup, cover the driver"
 - v. "Right backup, are you ready?" (wait for affirmative response)
7. Once the driver has been placed in a position of disadvantage in the desired area where handcuffing will occur, the officers face a crucial juncture
- a. An officer may leave cover and concealment to handcuff the suspect
 - b. Cannot be 100% sure the vehicle is clear
 - c. Maintain verbal control of the suspect's hands (e.g., placed in the small of their back) and monitor for movement
 - d. Verbally verify that cover officer(s) have the vehicle and suspect(s) covered
 - e. Contact officer will then break cover/concealment, if necessary, holster their weapon, and handcuff the suspect
 - f. The suspect will then be moved to the rear of the cruisers where they will be thoroughly searched before being secured in a cruiser
 - g. Ask the suspect if anyone else is in the suspect vehicle
 - h. The contact officer will then return to his/her former position before any other passengers are ordered out or the vehicle is approached (unless there is an additional backup officer to take the contact officers place)
8. If there are other passengers, they are ordered out and secured in the same manner
- a. Assessment may dictate alternate commands
 - (1) Terrain (e.g., a ditch on the passenger side of the vehicle)
 - (2) Vehicle condition (e.g., a vehicle door does not function)
 - b. The contact officer role as primary communicator may be passed to another officer if assessment dictates (e.g., better view) as long as all are aware and only one set of consistent commands are given

9. The major negative aspect of the stop
 - a. The presence of too many officers
 - b. Difficulty in executing a plan with the constant addition of new officers and vehicles
 - c. Each of the three original on scene officers, should have one backup officer with each of them for a total of 6 officers
 - (1) The backup officers should remain nearby and behind cover, close enough to hear and speak to the officer they are assisting
 - (2) These officers should remain quiet and take instruction from the contact officer
 - d. It is imperative to navigate through a High-Risk stop without multiple officers performing different and uncoordinated tasks

Option for additional officers responding

These officers could take prisoners out of the area as they are placed in custody

Small Group Exercise – Student groups are to write at least two vehicle stop scenarios.

They should include time of day, violation, vehicle type, license plate number, number of occupants, location, and any other pertinent, realistic, and believable circumstances. In doing so, they should consider what a single officer might do in a High-Risk situation if no backup officer is immediately available.

When complete, have each group exchange their scenario with another group. The other group should decide proper assessment techniques and tactics to handle the scenario.

In a Large Group Discussion, each small group will present one scenario and findings.

Instructor should monitor and guide discussions, but allow students to work through differences of opinions and encourage referral to lesson content.

F. DEMONSTRATE A HIGH-RISK VEHICLE STOP

1. **Initiate a High-Risk vehicle stop**
2. **Position cruiser**
3. **Assign duties to backup officers**
4. **Maintain control of all occupants**

**SPO #14
PPT #103**

5. **Control exit, movement, and custody of at least one suspect**
6. **Participate in clearing the suspect vehicle**

PRACTICAL SCENARIO TESTING (*SPO #14*)

- A. This course requires that students satisfactorily complete three proficiency tests
 - 1. This will be the third test and will cover information within lesson plan on pages 10-68. Instructors are encouraged to integrate aspects of the other SPO's within these sections to place the student in a situation that would simulate the environment in which they will be working.
 - 2. Students will be expected to satisfactorily complete the requirements of *SPO #14*
- B. The following information identifies training specifics, grading criteria, and safety considerations
- C. Test management
 - 1. Set up a series of staged stationary vehicle stops (i.e., one suspect vehicle and two cruisers per vehicle stop) in a safe area free of distracting pedestrian or vehicular traffic
 - 2. Break students into groups, no larger than ten per group, and assign a group to each vehicle stop
 - 3. A certified instructor shall monitor no more than 10 students and 2 vehicle stop exercises
 - 4. Assign one student within the group to role play the suspect driver for each action within the proficiency test
 - a. Assign three students to role play as passengers in the suspect vehicle
 - b. Assign three students as backup officers
 - c. The testing student will be operating the primary cruiser and have one of the students assigned as backup in the same cruiser
 - d. The other two students will be assigned to the secondary cruiser
 - 5. Assign remaining students in the group to safe positions of observation clear of the suspect vehicle area; these students should be actively watching each exercise and should participate in after exercise discussions

6. Have the suspect vehicle stationary with the four role players inside
 7. Start the primary and secondary cruisers far enough back to allow room to pull up and properly place the cruisers
 8. Have the testing student pull up and properly place the primary cruiser first.
 9. Once the primary cruiser has stopped, have the backup student role player pull up and place the secondary cruiser
 10. Ensure that the area and all vehicles, instructors, and students have been properly screened and or searched for live or harmful weapons, materials, or substances of any kind prior to training
 - a. If anyone leaves the area and re-enters, ensure that individual is checked again
 - b. Re-check persons and vehicles after breaks
 11. Ensure that any training weapons used are clear and safe
 - a. Ensure that instructors have been properly trained in the use of any training equipment, simulating firearms, or implements
 - b. Solid, plastic, non-functional training firearms are recommended unless instructors have current and specific training and certification in the use of other weapon simulation equipment
- D. Demonstrate a High-Risk vehicle stop
1. Have the student complete a High-Risk vehicle stop, take custody of the suspects, and place the suspects in the cruisers
 - a. The student should be told that the driver has just committed an armed robbery
 - b. The student role players should then be taken into custody and fully searched
 2. Role play assignments
 - a. Assign one student within the group to role play the suspect driver
 - b. Assign three students to role play as passengers in the suspect vehicle

- c. Assign three students to role play as backup officers
 - d. The testing student will be operating the primary cruiser and have one of the students assigned as backup as his/her passenger
 - e. The other two students will be assigned to the secondary cruiser
- 3. Have the suspect vehicle stationary with the four role players inside
 - 4. Start the primary and secondary cruisers far enough back to allow room to pull up and properly place the cruisers
 - 5. Have the testing student pull up and properly place the primary cruiser first
 - 6. Once the primary cruiser has stopped, have the backup student role player pull up and place the secondary cruiser

VEHICLE TYPE CONSIDERATIONS

A. Motorcycles

**Petrocelli &
Petrocelli (2006)**

Large Group Discussion – Facilitate a large group discussion by discussing what may be different about stopping a motorcycle.

Anticipated answers below.

1. Quicker and more agile than a police cruiser
2. The officer holds the tactical advantage when the motorcycle is not being operated
3. Motorcycles pose an elevated risk
 - a. Motorcyclists may carry their own tools at various locations on the vehicle offering opportunity to have and conceal a variety of potential and real weapons (e.g., hammers, screwdrivers, knives, guns)
 - b. Vehicle modification is a common occurrence which opens the possibility of hidden compartments or camouflaged weapons
 - c. Clothing is designed to protect the rider from falls, is durable, and allows for many items to be carried
 - d. Accessories may include chains, thick belts, metal buckles, helmets, and steel toed boots, which are all potential weapons
 - e. “Outlaw “ club riders (1%ers) are often known to be violent criminals and seldom ride alone
4. Stopping a motorcycle
 - a. Follow the same process as an Unknown-Risk vehicle stop except more care is given to the location (e.g., gravel, puddle, other hazards to maintaining balance)
 - b. Consider using the public address system or hand gesture to advise the driver to shut off the engine as noise combined with a helmet may make it difficult to hear commands
 - c. Initial officer approach should be a Right-Side Walk-Up approach to make attack more difficult but allow full view of the operator
 - d. Have the rider(s) remove the helmet

- (1) Understand it is a potential weapon
- (2) Decide where you want him/her to place it and instruct him/her to do so (e.g., right handlebar, sissybar)
- e. Not allowing the driver to put the kickstand down keeps him/her in a position of disadvantage by having to balance the bike
- f. Driver should keep hands on handlebars, and passenger should keep his/her hands on the driver's shoulders, until instructed otherwise
- g. Obtain the license while the driver is still balancing the bike if possible (some riders keep documents under the seat)
- h. If necessary for the driver to dismount, position yourself for the left side dismount off of the left rear of the motorcycle

B. Semi

- 1. Operators have a tactical advantage due to the size of the vehicle and the height at which it sits
- 2. Stopping a tractor trailer follows the same process as an Unknown-Risk vehicle stop except
 - a. Select a location where the shoulder is wide enough so that the vehicle will be out of traffic, if possible
 - b. Avoid soft shoulders as the load may shift dangerously
 - c. Avoid steep inclines or declines where brake slippage is possible
 - d. Getting the driver's attention is more difficult as the officer has to be in a position to be seen in the mirrors
 - (1) After activating emergency lights and siren, the officer may have to pull a half car width to the left to be seen
 - (2) When the driver notices the officer, the driver should turn on his/her right turn signal
 - (3) At this point, the officer should move a half car width to the right to guide the driver to the right shoulder due to a blind spot semi operators deal with
 - (4) The officer should also fall a bit farther back to keep traffic back as the vehicle slows

- (5) The officer will know the vehicle has come to a complete stop because of the distinctive sound the air brakes make as they are set
- (6) Semi operators are familiar with police approach tactics and likely have either seen them or spoke about them in conversation with other operators
- (7) They are skilled at the use of their mirrors and have a much better field of view, so surprise will not be an officer advantage
- (8) The officer may wish to consider a Suspect Walk-Back to mitigate the tactical advantage of the driver

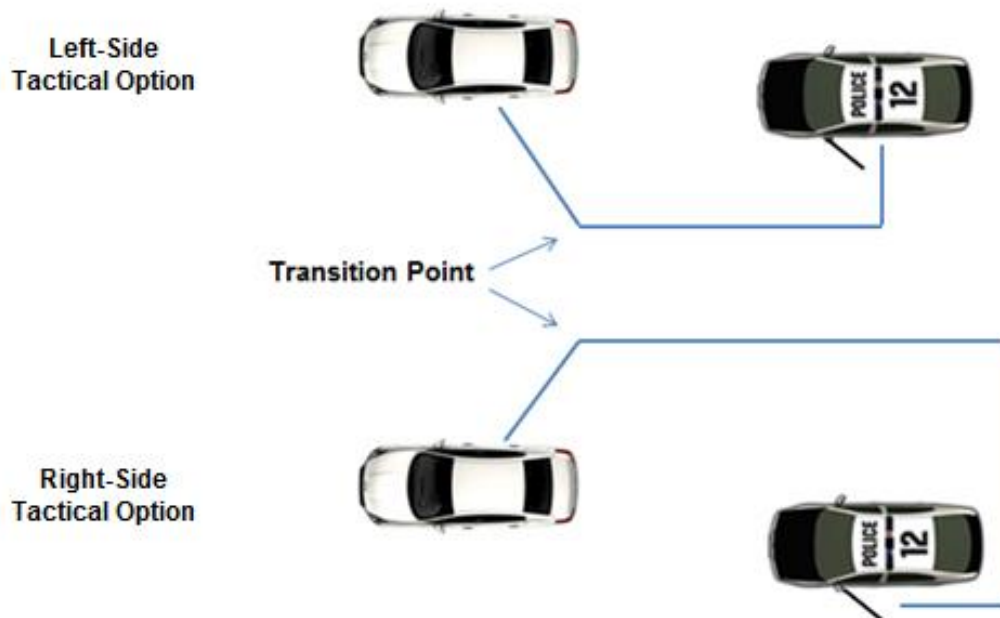
CONCLUSION

- A. Summarize material
- B. Classroom
 - 1. Distribute Practice Exercise to students
 - 2. Have students complete Practice Exercise
 - 3. Review Practice Exercise with students
 - 4. Be available for questions
- C. Test SPOs (if applicable)

HANDOUT #1 –TACTICAL APPROACH OPTIONS

Assessment is the officer's most valuable tool in successfully navigating any set of circumstances encountered. Actions chosen, based on the assessment, contribute to the success of the officer initiated contact for everyone involved.

Below is a variation of both approach patterns that the officer might choose as an option when assessment dictates utilization. This particular diagram shows completion from a left offset cruiser position but the principles of this pattern can be implemented from any of the cruiser positions covered in the lesson plan. *The greatest officer advantage using these patterns would be at night where strict flashlight discipline is crucial to successful implementation.*



The principle and goal of this pattern is to increase the chance that the officer will not be seen by the suspect thereby improving the tactical advantage.

IT IS CRUCIAL THAT THE OFFICER HAS ASCERTAINED THAT THIS MANUEVER CAN BE DONE SAFELY GIVEN THE TRAFFIC AND TERRAIN CONDITIONS.

- During the Left-Side approach, the officer will be stepping into the traffic lane which places him/her in greater danger of being struck by a vehicle from behind.
- During the Right-Side approach, the officer will be stepping out onto terrain that will most likely grass covered and therefor contain hidden stumbling hazards that may put the officer in danger of falling or in a divided attention condition. Additionally, the passenger side mirror has a wider angle of view so it will be difficult for the officer to get completely out of the suspects field of view

WORKSHEET #1 – LINE OF DUTY VIDEO PRESENTATION

After each Line of Duty video is shown, students should discuss and answer the following in either large or small groups. Students should be prepared to explain their conclusions.

Was this stop initially: Unknown-Risk OR High-Risk

What did the officer(s) do well?

What did the officer(s) do poorly?

Should the stop have been conducted differently? _____

What would you have done given the same knowledge and information at the time? (Use techniques/information learned in class when possible, be detailed)

(Use space on the back of this page if needed)

WORKSHEET #2 – CRUISER & OFFICER POSITIONING

Scenario #1

You have been radioed a BOLO (be on the lookout) for a vehicle involved in an armed robbery. While on patrol, you see a vehicle matching the exact description and begin to follow. The vehicle pulls over suddenly before you activate your lights and the driver just sits in the vehicle but does not shut it off.

Write down what actions you would take and diagram where you would place your cruiser and yourself. Only one backup unit and officer will respond. Diagram where you would place them, as well. Be prepared to justify your decisions to the class.

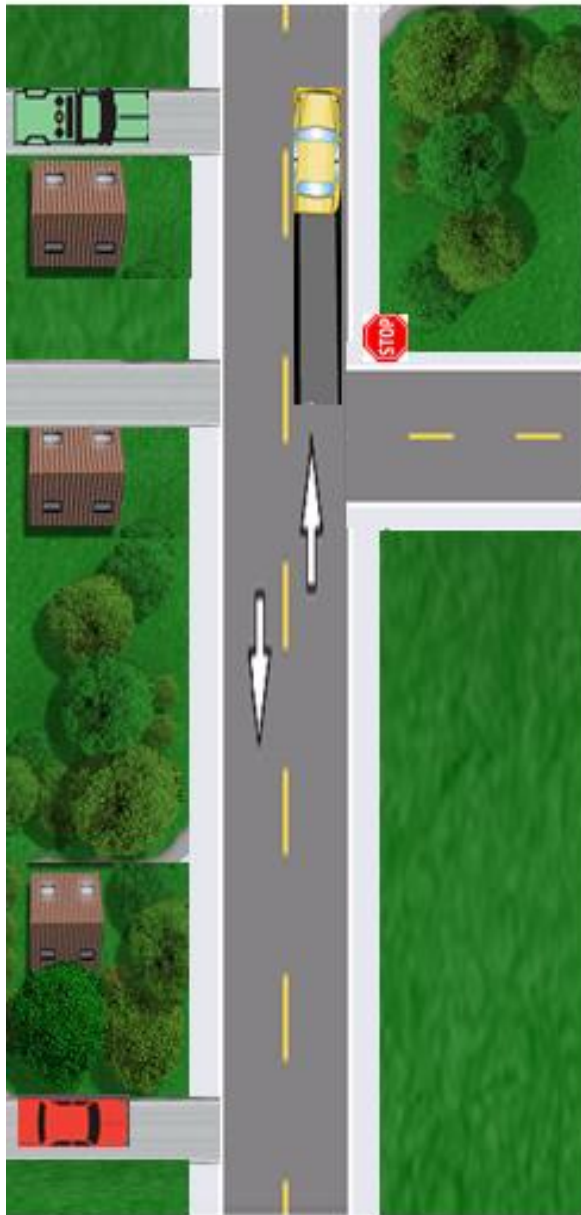


ACTIONS YOU WOULD TAKE:

[illegible]

Scenario #2

Write down what actions you would take and diagram where you would place your cruiser and yourself. Two backup units and two officers will respond. Diagram where you would place them, as well. Be prepared to justify your decisions to the class.

[illegible]

Scenario #3

The diagram shows a top-down view of a road layout. A central green rectangular area represents a field or grass. On either side of this field are grey rectangular areas representing road lanes, separated by thin white lines. The left lane has a blue arrow pointing downwards, indicating traffic flow. The right lane has a blue arrow pointing upwards, indicating traffic flow. A yellow car is positioned in the right lane, facing upwards. A grey rectangular barrier or structure is located at the bottom of the green field, spanning its width.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Scenario #4

[illegible]

PRACTICE EXERCISE

1. Identify the two most common methods by which an officer may be injured or killed during an officer initiated contact.

2. Explain the meaning of the term officer initiated contact.

3. Identify the two legal foundations for making a vehicle stop.

PRACTICE EXERCISE (cont.)

4. Identify the two general categories of vehicle stops.

5. Define the term Unknown-Risk vehicle stop.

6. Define the term High-Risk vehicle stop.

7. Identify why the most crucial component of the officer initiated contact is the assessment.

PRACTICE EXERCISE (cont.)

8. Describe the areas of concern as it relates to a vehicle stop assessment.

[illegible]

PRACTICE EXERCISE (cont.)

9. (Skill) Demonstrate and describe below an Unknown-Risk vehicle stop.

[illegible]

PRACTICE EXERCISE (cont.)

10. Describe the pieces of information the officer should relay to the communication center prior to activating the overhead lights and/or siren.

[illegible]

PRACTICE EXERCISE (cont.)

11. Explain the two approach patterns.

[illegible]

PRACTICE EXERCISE (cont.)

12. (Skill) Demonstrate and describe below an Unknown-Risk vehicle stop, taking a suspect into custody, and performing a full suspect search.

[illegible]

PRACTICE EXERCISE (cont.)

13. Identify the goals in a High-Risk vehicle stop.

[illegible]

PRACTICE EXERCISE (cont.)

14. (Skill) Demonstrate and describe below a High-Risk vehicle stop.

[illegible]

PROFICIENCY TESTING RECORD

For a current copy of the SF131bas – Stops & Approaches Proficiency Testing Record, please visit the following website:

<http://www.ohioattorneygeneral.gov/files/Forms/Forms-for-Law-Enforcement/Law-Enforcement-Training.aspx>



OPOTC BASIC TRAINING LESSON PLAN MODIFICATION FORM

PLEASE USE THIS FORM TO INDICATE ANY PROPOSED CHANGES OR ERRORS WHICH REQUIRE MODIFICATION TO THE LESSON PLAN FOR THE COMMISSION-APPROVED PROGRAM IN WHICH YOU ARE TEACHING.

PROGRAM/CURRICULUM NAME:	UNIT NUMBER:	TOPIC NUMBER:
LESSON PLAN EFFECTIVE DATE:	PAGE NUMBER TO BE MODIFIED:	COPY OF MODIFIED PAGE ATTACHED: (CHECK ONE) YES NO
REASON(S) FOR MODIFICATION: CONTENT ISSUE: _____ GRAMMATICAL ERROR: _____ LAW CHANGE: _____ TYPOGRAPHICAL ERROR: _____ OTHER (PLEASE SPECIFY): _____		
RATIONALE FOR MODIFICATION (ATTACH DOCUMENTATION IF NEEDED): 		

Commander or Instructor Name

Date

Contact Phone Number: _____

Email Address: _____

**Ohio Peace Officer Training Commission
Education & Policy Section**

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