

CEW IST 2023

Cleveland Division of Police



Course Date: 2023 Session II CPT

Current Revision Date: March 21, 2023

Course Hours: 2 hrs. Practical / 2 hrs. Scenario

Primary Audience: CDP members

Module Goal: To provide practical training to reasonably, safely, and effectively operate the Taser 7 Conducted Energy Weapon (CEW) within Divisional Policy.

References

Axon Taser instructor materials, website, and guidelines.

Cleveland Division of Police General Police Order 1.07.08 Bias-free Policing

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

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

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

Cleveland Division of Police General Police Order 5.05.05 Enforcement of domestic violence statutes

Cleveland Division of Police General Police Order 2.02.02 Search and Seizure

COURSE MATERIALS

TEACHING AIDS

_____ Erasable Board/Markers

_____ Easel/Notepads

_____ Lectern/Table

 X Other Taser Targets

_____ Student Handouts

INSTRUCTIONAL TECHNIQUES

 X Lecture

 X Group Discussion

 X Demonstration

 X Scenario-based Training

 X Individual Exercise

 X Hands-on Techniques

 X Problem-Solving

LEARNING OBJECTIVES

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

1. Demonstrate how to load the CEW
2. Demonstrate how to draw the CEW
3. Demonstrate how to arm the CEW
4. Demonstrate how to arc the CEW
5. Demonstrate how to aim the CEW
6. Demonstrate how to fire the CEW
7. Demonstrate how to reload the CEW
8. Demonstrate how to conduct a function test on the Taser 7
9. Demonstrate the proper use of the Taser 7 (CEW) during scenario training

Safety Protocol

Instructor notes:

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

Instructor says:

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

I. PREPARATION

I Instructor Requirements

- A. One Lead Instructor
- B. One backup instructor; will assist in equipping and staging students
- C. Two dedicated role players (if more role players are available, we will add them as family, neighbors, spectators, etc.)
- D. One dedicated Safety Officer
- E. After you give the students the radio broadcast, allow the scenario to unfold. Only stop the scenario if there is a safety violation
- F. Instructors will manage the scenario by noting teaching points as the student completes the scenario
- G. At the end of the scenario, complete the debrief questions (Section V.B. 1 and 2). Use the instructor prompts to facilitate the discussion and anchor any discussion with current General Police Orders
- H. After all students complete the scenario, the instructor facilitates a large group discussion with all members of the scenario

II Site Description

- A. Gym-mat room area

III Set-Up

- A. Students will be assigned the scenario in the lesson plan
- B. Students will be assigned as a primary zone car consisting of a contact and a cover officer. Each will be issued a blue gun and Taser 7 with HALT training cartridges
- C. A two-officer unit will be available as a backup unit if necessary. Students who act as backup units will be assigned to a different scenario

IV Equipment

- A. Blue guns and CEWs will be used with inert training cartridges

V Performance Objectives

- A. In each situation, the student will:

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| <ol style="list-style-type: none"> 1. Perform a threat assessment based on the nature and immediacy of the threat and identify if immediate police action is necessary to protect someone from harm 2. Establish that the scene is safe or make the scene safe. Take into consideration the location of victims, bystanders, and witnesses 3. Use time, distance, and shielding to enhance the opportunity for de-escalation by limiting exposure to the subject. Move from a position that exposes you to potential threats to a safer place 4. Take the following steps to protect themselves, their partner(s), bystanders, and the subject they are dealing with: Examples are: <ol style="list-style-type: none"> a. Slow down the situation b. Bring additional resources to the scene (Call for backup), request additional personnel, and wait, when safe and feasible to do so, for the arrival of additional personnel c. Place barriers between the uncooperative subject and yourself; barriers will be available during the scenario d. Use strategic communication or voice commands to de-escalate the situation e. Verbalize to the subject(s), in a calm manner and normal tone of voice, all the options available to them, which you can help with, and which would be best to end the subject's crisis f. Ask questions rather than issue orders g. Advise the subject(s) of the actions you will take to end their crisis in the best way possible h. As a last resort, inform the subject that not following orders may result in the need to use force. When possible and appropriate, allow subjects time to comply with directives <p>B. Use force only as necessary, meaning only when no reasonably effective alternative to the use of force appears to exist, and then only to the degree which is reasonable to affect the intended lawful objective.</p> <ol style="list-style-type: none"> 1. Affect a lawful arrest/detention of a subject 2. Gain control of a combative subject | |
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3. Prevent or terminate the commission of a crime
4. Intervene in a suicide or self-inflicted injury
5. Defend or protect an officer/individual from the violent or actively resistant physical acts of another

C. The student desired response when contacting the complainant:

1. Identify themselves as police officers when feasible (if they do not, then the subject will ask/demand them to identify themselves)
2. Use contact/cover during the interview of the complainant (if students fail to maintain contact/cover, the role player will engage the cover student. The role player will begin to cooperate and obey/follow orders if the students regain control and contact/cover positions)
3. Perform a threat assessment of the surroundings to ascertain the location of the subject
4. A weapon may be presented. If the students fail to secure it, the subject will pick it up. The subject will allow students to gain cover, allow time to regain composure, etc., without directly threatening the student
5. Students will attempt to gain more information from the complainant about the subject

Examples are:

- a. Does the subject have a weapon(s)
- b. Determine if the subject is still in the area
- c. Determine the point of entry
- d. Determine if there are any other people at home with the complainant
6. Students should protect the complainant or provide alternatives (shelter in place, evacuation)
7. Students should call for backup

D. The student desired response when contacting the subject:

1. The student (s) will make the correct threat assessment in response to the subject's actions
2. Student(s) will use the contact and cover principles to protect

themselves, slow down the situation, and summon additional resources

3. Student(s) will use De-escalation tactics when safe and feasible based on the totality of the circumstances
4. Student(s) will use only the force necessary to achieve a lawful objective
5. Students will use force proportional to the level of resistance and objectively reasonable
6. Students will request a supervisor if they use or witness force except for de-minimis force

E. Instructor Notes:

1. Pointing a firearm at a subject is a level 1 reportable use of force
2. Handcuffing should be simulated due to safety and time
3. While the preferred response to the scenario is the use of the CEW, if there is a shooting incident, it is a Level 3 reportable use of force and requires a supervisor and FIT team call-up. Ensure the duty to provide aid is discussed. Discuss tactics leading up to the use of force and potential areas to improve outcomes. These areas will be discussed with the student if they choose to use their firearm
4. Be aware that students may use a CEW, a Level 2 reportable use of force. Ask what the requirements are when using Level 2 force.
 - a. Report force to supervisor
 - b. Notify EMS and provide medical care
 - c. Complete a BlueTeam Entry by the end of the shift, ensuring to articulate the need for force. It is important to ensure accurate and thorough reporting.

I. Lesson Plan

I Introduction

A. Will be given by Lead Instructor

1. Welcome everyone
2. Introduce themselves and provide their background
3. Ensure all students have signed in
4. Conduct Safety briefing

B. Course Goal

1. To reinforce CDP Intermediate Weapons – CEW policy and reporting requirements
2. To reinforce skills learned in previous Taser 7 transition training
3. To complete the annual Taser 7 recertification
4. To demonstrate CEW application in accordance with CDP policy during scenario training

C. Instructor says:

1. Our goal for this scenario is to practice decision-making on when to use the CEW and increase your comprehension of Intermediate Weapons – CEW Policies using scenario-based training and the functionality and handling of the Taser 7 CEW
2. There is no one-size-fits-all technique. It depends on the nature of what you may be encountering. The nature and immediacy of any situation will help determine what de-escalation tactics an officer may use to address the situation
3. This module is intended to give you practice in dealing with a scenario inspired by real life in which you will need to think about using various techniques and skills to reach a successful outcome
4. We are going to be working in two-officer teams
5. I will be your dispatcher. If you need or want backup, please advise me.

ALL objectives for this course are demonstrative

The instructor will evaluate each student during the course.

The instructor will conduct a safety inspection.

NO live firearms in the training area

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| <ol style="list-style-type: none"> 6. You are expected to voice the activation of your body camera prior to any law enforcement action or citizen contact 7. You are expected to complete all aspects of your assessment sheet satisfactorily 8. Failure to successfully complete all areas of your assessment sheet will result in remedial training and repeating the scenario. If this reassessment is unsuccessful, a Training Section supervisor will be notified, who will evaluate and potentially treat it as a Continual Professional Training (CPT) failure. Members will have to turn in their firearms and be assigned to the Training Section to undergo remedial training. 9. De-escalation requirements apply regardless of whether you think this is a use of force situation or not. The various de-escalation techniques are ways to meet law enforcement objectives in a safe, effective way in all circumstances where you interact with subjects who do not pose any threat. 10. Team approaches to de-escalation are encouraged and should consider officer training and skill level, the number of officers, and whether an officer has successfully established rapport with the subject. 11. Every interaction with members of the community is an opportunity to build public trust and confidence in the police 12. Always utilize the four pillars of procedural justice, which are: <ol style="list-style-type: none"> a. Treating people with dignity and respect b. Giving individuals a chance to be heard during interaction c. Making decisions fairly and transparently, based on facts d. Conveying goodwill and trustworthiness <p>II Student Safety</p> <p>A. Before the arrival of the students and the beginning of the training</p> | |
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| <ol style="list-style-type: none"> 1. The safety officer will confirm that no live weapons or hazards inside the training areas 2. Complete a safety check of all instructors 3. Review the scenario(s) and complete a safety briefing with staff and role player 4. Visually and physically check all scenario training weapons to ensure there are no live weapons 5. Ensure proper signage is in place, warning that police training is in progress and to keep out <p>B. At the beginning of training</p> <ol style="list-style-type: none"> 1. Purge all weapons / dangerous items from the training 2. Distribute blue guns 3. Distribute inert training cartridges <p>C. A whistle or the command to “STOP” is the command to end all action</p> <ol style="list-style-type: none"> 1. Everyone is a safety officer 2. If anyone (instructor OR student) calls to stop, all actions cease immediately. <p>III CEW Drills</p> <p>A. Loading Inert Training Cartridges</p> <ol style="list-style-type: none"> 1. Remove inert training cartridges from the case 2. Verify they are inert training cartridges 3. Place two inert training cartridges in the cartridge bay of the CEW 4. Place two inert training cartridges in the cartridge carrier 5. Insert CEW into the holster <p>B. Drawing/re-holstering the CEW from the holster</p> <ol style="list-style-type: none"> 1. Line the students up across from each other 2. Have students practice the holster release button and remove the CEW from the holster | <p><i>The instructor will explain, demonstrate and observe the students loading cartridges.</i></p> <p><i>Emphasis NOT to block the CEW nose with fingers to avoid drive stunning themselves</i></p> |
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| <ol style="list-style-type: none"> 3. Have the students assume the Sul position 4. Have the students visually scan the area to the left, front, and right of them. Once completed 5. Have the students step forward into the known area and turn backward to check the area immediately behind them, aka “check their six,” and then turn back forward 6. Once they are comfortable, re-holster the CEW 7. Repeat five times <p>C. Arming the CEW</p> <ol style="list-style-type: none"> 1. After correctly drawing the CEW 2. Use the thumb from the Sul position to move the safety switch up to arm the CEW 3. After arming the CEW, the student will use their thumb to move the safety switch down to disarm the CEW 4. Have the students visually scan the area to the left, front, and right of them. Once completed 5. Have the students “check their six.” 6. Once they are comfortable, re-holster the CEW 7. Repeat five times 8. Once complete – have the student draw the CEW straight from the holster and arm it while watching the target (simulated threat) 9. Have the student visually scan the area to the left, front, and right of them. Once completed 10. Have student “check their six.” 11. Once they are comfortable, re-holster the CEW 12. Repeat five times <p>Once they are comfortable, re-holster the CEW</p> <p>Repeat five times</p> <p>D. Arcing the CEW</p> | <p><i>The instructor will explain, demonstrate and observe the students drawing/re-holstering the CEW.</i></p> <p><i>Repeat the drawing steps and add the Arming steps to them.</i></p> <p><i>The instructor will explain, demonstrate and observe the students arming the CEW.</i></p> <p><i>Repeat the drawing & arming steps and add the Arcing technique.</i></p> |
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| <ol style="list-style-type: none"> 1. After correctly drawing and arming the CEW. 2. Use a “C” grip to press an arc switch on either side of the CEW. 3. Use verbal commands while arcing the CEW to demonstrate de-escalation 4. Have the students visually scan the area to the left, front, and right of them. Once completed 5. Have the students check “check their six.” <p>Once they are comfortable, re-holster the CEW</p> <p>Repeat five times.</p> | <p>The instructor will explain, demonstrate and observe students using the Arcing technique.</p> |
| <p>E. Aiming the CEW</p> <ol style="list-style-type: none"> 1. Front Shot - Aim the laser at the navel area. 2. Cant (angle) the CEW so the probes will split the belt line and is on the thigh of the subject. 3. Back Shot - Aim the laser at the low back area. 4. Cant (angle) the CEW so the probes will split the belt line and is on the thigh of the subject. 5. Use two hands if safe and able. 6. Give a verbal warning (Taser, Taser, Taser) (GPO2.01.04) if safe and able to dry (Inert) fire the CEW. 7. Repeat five times | <p>Repeat the drawing and arming steps and add the Aiming steps to them.</p> <p>The instructor will explain, demonstrate and observe the students Aiming the CEW.</p> |
| <p>F. Firing the CEW</p> <ol style="list-style-type: none"> 1. Instructor shall emphasize that the CEW is a shooting weapon and all standard shooting procedures should be followed, including backstop and beyond, sight alignment, and trigger squeeze training 2. Pull the trigger (using inert training cartridges) to deploy the CEW. 3. Reassess the situation 4. A good hit with compliance (5-second burst) 5. Miss (deploy second inert training cartridge if original PC still exists) | <p>Repeat the drawing, arming, and aiming steps and add the Firing steps</p> <p>The instructor will explain, demonstrate and observe the students Firing the CEW.</p> |

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| <ol style="list-style-type: none"> 6. Hit without compliance (deploy the second cartridge) 7. Transitioning to an alternative weapon if the situation warrants 8. Transitioning from the CEW to a firearm or an alternative intermediate weapon will be done. 9. Repeat two times <p>G. Reloading the CEW</p> <ol style="list-style-type: none"> 1. Fire the cartridges (using inert cartridges) from both bays 1 and 2 2. Take a flanking step 3. Remove the spent cartridges from the cartridge bay 4. Take a pair of fresh cartridges from the spare cartridge carrier 5. Reload into the cartridge bay of the CEW 6. Get back on target 7. Reassess the situation 8. Repeat five times <p>IV The scenario and role player guidance</p> <p>A. Instructor Notes:</p> <ol style="list-style-type: none"> 1. Assist the responding students as needed with information that a dispatcher usually provides <ol style="list-style-type: none"> a. Subject description (provide a description of the role player) b. Have we been to the location previously? c. Is there a known weapon on the premise? d. Any other type of history at this location/alarm drops? 2. Try and let the scenario play out. However, be mindful of time and safety issues <ol style="list-style-type: none"> a) Be aware of all safety protocols and allow no exceptions. b) Monitor the behavior of all involved related to established safety protocol. <p>B. CEW Scenario</p> | <p><i>Repeat the above steps and add reloading steps to them</i></p> <p><i>The instructor will explain, demonstrate and observe the students Reloading the CEW.</i></p> <p><i>Weapon checks will be performed before each scenario begins.</i></p> <p><i>All scenarios will start with a two-person zone car armed with blue guns and HALT training cartridges.</i></p> |
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| <ol style="list-style-type: none"> 1. The instructor will advise students that they will be acting as radio for the scenario 2. The students will receive a radio broadcast from an identified neighbor stating there is a commotion at a neighbor's house. The neighbor states that they hear glass breaking and yelling. The neighbor says the subject is known to have a wife and kids but is not sure if they are home at the time. The instructor, acting as dispatch, will advise the students that there are prior calls for service at this address. The prior calls are for Domestic violence, and Crisis Intervention related incidents. 3. Upon arrival, students identified and spoke with the neighbor, who told them that they witnessed the "role player" pacing the house through the windows but had not seen the wife or kids and hadn't seen them for a few days. 4. An unarmed role player (in a Taser protective suit) will open the door for students. The role player will continue to enter and exit the house three times <ol style="list-style-type: none"> a. The first time the role player will say, "What do you want? Get off my property. I didn't call you." The role player will then go inside and close the door for a short period (5-10 seconds) b. Immediately after closing the door, the role player will open the door and yell, "Why are you still here? Get off my property now. We don't need anything." The role player will then go inside again, closing the door c. Following a short period of time (10-20 seconds), the role player will open and exit the door holding a hammer or wrench and begin yelling and slowly approaching students, saying threatening language to harm them. The role player will drop the object after a couple of steps, then make fists in a fighting stance while continuing to walk toward the students. 5. Desired outcome | <p><i>Students will be encouraged to call for backup, a supervisor, and EMS if needed.</i></p> |
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| <ul style="list-style-type: none"> a. Students will voice the activation of their WCS prior to a response b. Upon contact with the role player, the students will introduce themselves and the department, as it will be safe and feasible c. Inform the subject they are recording and the reasoning for their presence, if feasible d. Students will utilize de-escalation strategies, such as: <ul style="list-style-type: none"> 1. Creating distance, slowing the pace, and using appropriate cover 2. Requesting additional personnel, a supervisor, and/or EMS 3. See Section V.A. 4. a through h for examples e. Students will communicate proper tactics with each other, which will be dependent on the environment (use of cover and distance). At the student's discretion, they may communicate to their partner that they are transitioning to a CEW. The students shall remember that a CEW shall not be used if a subject represents a lethal threat unless a second student is present and prepared to deploy deadly force. f. One student should keep deadly cover until the subject is de-escalated or the lethal threat is ceased g. If presented with potential injury or physical attack by the subject, the contact student will deploy the CEW h. The cover student needs to be prepared to secure the subject in handcuffs on completion of a successful CEW deployment i. EMS will be notified when it is safe to do so <ul style="list-style-type: none"> 1. Probes will be safely removed, in non-sensitive areas, by a certified CEW operator. Medical | <p><i>Use of Force – De-escalation GPO 2.01.02</i></p> <p><i>Use of force – Intermediate Weapons GPO 2.01.04</i></p> <p><i>The instructor should make a note during these interactions for the debrief</i></p> |
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personnel will remove sensitive areas, such as the eyes and genitalia

- j. Students are expected to explain the level of force used and why they used this force, establishing the necessity, proportionality, and objectively reasonableness for the force
- k. Students are expected to explain the correct reporting procedures for the level of force used

V Debrief: Scenario-specific questions

A. Instructor tips

- 1. Have the student start at the beginning and tell what happened
- 2. Pause and paraphrase if required due to the rambling narrative
- 3. Focus on sequential, chronological debrief
- 4. Use questions to guide debrief; what happened next? What did you do then?
- 5. If you ask a subjective question, redirect by asking, "why?"
- 6. Review key points that students did well during the scenario

B. These questions will be asked to every team of students when the scenario is complete. Use the instructor prompts to facilitate discussion and anchor with the appropriate policy. Ensure to anchor learning objectives and key training points observed during the scenario

- 1. Solicit student feedback, ask the students what they believe they did well and what opportunities they could have improved on
- 2. What was your legal basis for the contact with the subject?
 - a. Answers may vary, but anchor with the below information

Read each question to every two officer team. Facilitate the discussion and use the prompts to increase comprehension of the general police orders

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| <p>1. Call for service regarding unknown trouble.</p> <p>2. Identifiable witness that provided information regarding the male’s current mental status</p> <p>C. If the student made entry into the “mock residence, ask, “what was your reasoning for a warrantless entry?</p> <p>1. Answers may vary, but while students may enter due to exigent circumstances – this scenario did not present exigency</p> <p>2. Explain that exigent circumstances exist if officers are responding to a call of violence and there is evidence a person’s health, welfare, or safety is immediately threatened – For example, officers hearing sounds of violence, such as screaming for help, yelling and items breaking</p> <p>D. What was your threat assessment of the subject initially, and did it change, and if so, how?</p> <p>a. Answer may vary, but anchor with the below information</p> <p>1. Initially, the subject was unarmed and refused to provide information</p> <p>2. The subject then brandished a weapon and threatened to assault the students presenting aggressive physical resistance</p> <p>E. Were you able to employ procedural justice prior to your use of force? If so, what steps did you employ? If not, why? How about after the use of force? If so, what steps did you employ? If not, why?</p> <p>1. Answers will vary, but anchor with the below information</p> <p>a. Four central principles of procedural justice are designed to build public confidence in the policy by</p> | <p><i>Enforcement of domestic violence statutes, General Police Order 5.05.05</i></p> <p><i>Search and Seizure General Police Order 2.02.02</i></p> <p><i>Bias-free policing General Police Order 1.07.08</i></p> |
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| <ol style="list-style-type: none"> 1. Treating people with dignity and respect; means slowing down the pace of the incident and using active listening skills to gain voluntary compliance 2. Giving individuals a chance to be heard during encounters; when receiving information from any subject, allow them to voice any issues or concerns that they have. Remain professional and explain the situation 3. Making decisions fairly and transparently, based on facts; when explaining the law enforcement decision, use as much information as you can to explain why you made that decision 4. Conveying goodwill and trustworthiness; remember, every interaction with the Cleveland community is an opportunity to convey police legitimacy. Make all decisions related to law enforcement activities based on observed behavior, reasonable suspicion, and/or probable cause <p>F. What decisions or tactics did you employ to slow down the pace of the incident? Were these strategies effective?</p> <ol style="list-style-type: none"> 1. Responses will vary, but anchor with the below information <ol style="list-style-type: none"> 1. Consider other de-escalation techniques, including the proactive use of distance, cover, concealment, and time 2. Asking questions instead of giving orders after any immediate threats are addressed 3. Paraphrasing what the subject is saying to you 4. Verbalize to the subject in a calm demeanor and normal tone of voice all of the options available to them 5. De-escalation requirements apply regardless of whether you think this is a use of force situation or not. The various de-escalation techniques are ways to meet law enforcement objectives in a safe, | <p><i>Use of force De-Escalation, GPO 2.01.02</i></p> |
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effective way in all circumstances where you interact with subjects who do not pose any threat

G. Did you contact backup or a supervisor? What led you to that decision?

1. Responses will vary, but anchor with the below information

1. Increasing officer presence may have a positive impact on the situation. However, understand that some individuals, especially those in mental health crises, may not react positively to increased officer presence. It may be more prudent to have officers remain out of view but nearby and not interact directly with the individual, should their presence be noticed and escalate the individual. Additionally, if the subject is experiencing a behavioral health crisis, contact a CIT officer and/or use the mobile crisis team as a resource

H. What considerations did you have prior to using the CEW?

1. Answers will vary, but below are some of the expected considerations when using the CEW:
 - a. Fall risk of subject
 - b. Whether the subject is wet or dry
 - c. Any potentially flammable substances nearby or on the subject/officers
 - d. Targeting area on the subject's body
 - e. Clothing thickness
 - f. Prohibited uses on pregnant, young, elderly, and/or disabled.

I. Can the CEW be used in drive-stun mode solely for pain compliance? Reinforce that the CEW is prohibited solely for pain compliance. It may be only be used in drive-stun mode when:

***Use of force
Intermediate
Weapons, GPO
2.01.04***

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| <ol style="list-style-type: none"> 1. To supplement probe mode in order to complete the incapacitation circuit or 2. As a countermeasure to gain separation between officers and the subject so that officers can consider another force option <p>J. What level of force was used, and what are your reporting requirements?</p> <ol style="list-style-type: none"> 1. A pistol point is a level-one use of force and requires the notification of a supervisor 2. An intermediate weapon is a Level 2 use of force and requires notification of a supervisor, the duty to provide medical care, and the duty to intervene. 3. Students deploying their CEW shall clearly articulate in their UOF entry justification for <ol style="list-style-type: none"> a. Each CEW cycle of any length b. The CEW in drive stun mode c. Each CEW in excess of three 5-second cycles in total on any one subject d. Continuous cycling of the CEW beyond 5 seconds e. Use of CEW on fleeing subject instead of pursuing or alternative means f. CEW application by more than one officer 4. Discharging a firearm is a level 3 use of force and requires notification of the FIT OIC and Bureau of Special Investigations Commander – By the end of the tour, an individual UOF entry shall be completed as directed by the FIT OIC and compliance with all directives 5. For Levels 1 and 2, a blue team and any witness statements must be completed and forwarded to your immediate supervisor prior to reporting off duty 6. Officers shall be subject to the disciplinary process, up to and including termination, for omissions or misrepresentations in their use of force reports | <p><i>Use of force Reporting, GPO 2.01.05</i></p> |
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7. Officers who use or observe force and fail to report it shall be subject to the disciplinary process, up to and including termination

K. Is there anything else that you would have done differently?

1. Responses will vary but anchor with the key points of employing necessary, proportional, and objectively reasonable force, utilizing de-escalation strategies and procedural justice and adhering to correct reporting requirements

Dismiss the officers from the scenario. Advise the officers to go to the secondary staging area. After all two officer teams complete the scenario, facilitate a large group discussion with all participants.

II. CONCLUSION

I Debrief

- A. Ensure the student(s) understands the reasons for the desired outcome. Provide them with the policy for review if necessary
 - 1. Review all items on the scenario assessment, reinforce correct actions, and ensure students understand the proper steps taken were not correct
 - 2. Review learning objectives
 - 3. Review key points that achieved the performance objectives
 - 4. Solicit feedback
- B. Ensure there are no injuries or matters that need immediate attention.
- C. Remember that after a high-stress incident, it is the instructor's responsibility to help the student reduce their stress and anxiety levels and bring them down to a level of normalcy before any constructive debriefing can occur.
- D. Advise students that the Division stress consultant and EAU are available in the event a student feels they are overly stressed due to the scenario training
- E. The instructor will remind students to complete the Vector Solutions LMS portion of this training. (GPO 2.01.04 and 2.01.05 review and take the CEW IST exam)

Scenario assessment: Double-click to open in Excel

Cleveland Division of Police

2023 Inservice

2023 Session II CPT CEW Scenario
Assessment Sheet

L. Name: _____

Badge: _____

F. Name: _____

Date: _____

Assessment Questions

Score 1-4

Not Feasible

Remediated

1 Activate body camera? (4.06.04)

2 Identify themselves by name? (1.07.08)

3 Advise WCS is recording? (4.06.04)

4 Request EMS / Supervisor Response?

5 Employ de-escalation strategies? (2.01.02)

6 Employ procedural justice strategies (1.07.08)

7 Did officers draw their gun?

Pistol point finger off trigger

Pistol point finger on trigger

Draw to Sul

8 Did officers articulate need to use CEW?

9 Did officers control the distance?

10 Contact officer control the subject's centerline?

11 Utilize contact/cover approach?

12 Correctly identify the level of force used?

Total Score

Additional Comments

Grading Scale:

CLEVELAND POLICE ACADEMY

| Scenario Performance Assessment Scale | |
|--|---|
| Rating | Description |
| Not Applicable | does not apply or is not observable |
| 1. Not Acceptable | actions are not consistent with policy and training, creates serious risk, or did not perform |
| 2. Least Desirable | actions generally acceptable but create identifiable risks |
| 3. Acceptable | actions are consistent with policy and training but not most effective method or tactic |
| 4. Desirable | actions demonstrate sound and effective tactics |

| |
|--|
| 2023 CEW Recertification LMS Test |
|--|

1. The use of intermediate weapons shall not be used against:
 - a) Small children
 - b) Elderly
 - c) Women known to be pregnant
 - d) All of the above
2. CEW application more than three times on a subject during a single interaction, whether continuous or consecutive, shall be reported as:
 - a) Level 1 use of force
 - b) Level 2 use of force
 - c) Level 3 use of force
 - d) On a Form-1
3. Intermediate weapons may be used when:
 - a) Subject is passively resisting
 - b) For the destruction of evidence
 - c) Objectively reasonable, necessary, proportional, and permitted under the policy
 - d) Subjects are under control and complying with police direction
4. Officers shall carry the CEW in a Division-issued holster on the opposite side of the firearm and operate the CEW in a cross-draw with the same hand they use to operate their firearm in order to reduce the chances of accidentally drawing and/or firing a firearm.
 - a) True
 - b) False
5. After a CEW application, officers shall:
 - a) Call for EMS
 - b) Attempt to handcuff or restrain the subject if compliance has been gained and it is tactically safe
 - c) Call for a Supervisor
 - d) All of the above

6. Officers shall consider each CEW application as a separate use of force that officers shall individually justify and report as objectively reasonable, necessary, and proportional.
- a) True
 - b) False
7. Officers shall not use the CEW in drive stun mode solely for pain compliance.
- a) True
 - b) False
8. Immediately after a CEW application, utilize the "5-second window of opportunity" to:
- a) Call for EMS
 - b) Attempt to handcuff or restrain the subject if compliance has been gained and it is tactically safe to do so.
 - c) Call for a supervisor
 - d) None of the above
9. All intermediate weapons shall be worn only on the officer's duty belt
- a) True
 - b) False
10. Officers shall not use the CEW on fleeing subjects who do not pose a threat of physical harm to the Officer, bystanders, or themselves
- a) True
 - b) False