



Minnesota Board of Peace Officer Standards and Training

1600 University Avenue, Suite 200
Saint Paul, MN 55104-3825
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www.post.state.mn.us

BOARD MEETING AGENDA 1600 University Avenue, Suite 200 Saint Paul, Minnesota January 28, 2021 10:00 a.m.

This meeting will be held online due to COVID-19 emergency, a link to observe the meeting will be on the POST website prior to the meeting. A recording will be available on the POST website after the meeting.

1. Call to Order
2. Forum* Those interested in participating in the forum must sign up in advance. Please email abby.e.brown@state.mn.us no later than 4:00 pm on Wednesday January 27th. Time will be allocated depending on number of requests.
3. Approval of the Agenda **ACTION**
4. Approval of the October 22, 2020 Board Meeting Minutes (Attachment) **ACTION**
5. Approval of the November 19, 2020 Special Board Meeting Minutes (Attachment) **ACTION**
6. Executive Director's Report
7. Training Committee Report
 - A. Pre-Service and In-Service Autism Training Learning Objectives (Attachments) ACTION
 - B. Revised Pre-Service Learning Objectives – Recommendation for change based on new legislation (Attachments) ACTION
 - C. Revised In-Service Use of Force Learning Objectives - (Attachments) ACTION
8. Licensure Matters (closed to the public) Attachment(s) sent separately
9. Adjournment

*Individuals may address the Board about any item not contained on the regular agenda. A maximum of 15 minutes is allotted for the Forum. The Board will take no official action on items discussed at the Forum, with the exception of referral to the Executive Director or Staff for a future report.

MINNESOTA BOARD OF
PEACE OFFICER STANDARDS AND TRAINING

BOARD MEETING
POST Board Office
Electronic Meeting VIA Microsoft Teams
October 22, 2020

Members Present

Kelly McCarthy, Chair
Jason Bennett
Clarence Castile
Andrew Evans
Tanya Gladney
Dave Hutchinson
Joel Powell
Sara Rice
Kevin Stenson
Pilar Stier
Rebecca Swanson
Troy Wolbersen
Jim Yang

Staff Present

Erik Misselt
Mark Bloom
Abby Brown
Rebecca Gaspard
Robert Hawkins
Peggy Strand

Counsel Present:

Mr. Noah Cashman, A.G.
Office

Others Present

Kelly McCalla
Rich Watkins
Tim Bildsoe
David Titus

Invitation to listen to the live meeting
was listed on the website.

Call to Order: Chair McCarthy called the meeting to order at 10:00am.

Forum: Per instructions on the posted agenda, there were no individuals that requested an invite for participation.

Approval of the Agenda: Chair McCarthy looked for a motion to approve the agenda.

- **MOTION:** Mr. Bennett moved to approve the agenda, the motion was seconded. The agenda was approved through a roll call vote.

Approval of the August 17, 2020 Special Board Meeting Minutes: Chair McCarthy looked for a motion to approve the minutes.

- **MOTION:** Sheriff Hutchinson moved to approve the minutes, the motion was seconded. The minutes were approved through an affirmative consent vote.

Service Award Presentation: The next item of business was to present a service award to outgoing Board members Tim Bildsoe and David Titus.

Discussion of the IADLEST Audit: As the audit completed by IADLEST was lengthy, it was requested that a representative from IADLEST conduct a presentation with the Board to discuss their findings. Director Misselt will reach out to the vendor to schedule a Special Board Meeting for this presentation.

Rules Report: Ms. Gaspard, presented the Board with a discussion about a Rules Variance Request made by Riverland Community College (see attachments). She gave a background to the Board on the statutory requirements for rule variances. Riverland's

Dean Kelly McCalla and Law Enforcement Instructor Rich Watkins gave a brief synopsis as to the reason for the rules variance request.

- **MOTION:** Drew Evans moved to approve Riverland's variance request through August of 2021, the motion was seconded by Sheriff Hutchinson. The variance was approved through a roll call vote.

Ms. Gaspard then gave the Board an update on the first Advisory Committee that was held on October 13, 2020. The Council will work to develop a value statement and to look into the mandated policies at their next meeting,

Executive Director's Report: Director Misselt gave a personnel update on the four positions that the MN POST Board has been trying to fill. The Director noted the difficulties that he has been experiencing at getting three of the four positions posted to the DPS website.

Director Misselt gave the board a summation of the first meeting of the Ensuring Police Excellence and Improving Community Relations Advisory Council. He then discussed the biennial budget including what line items have been submitted.

- **MOTION:** Ms. Swanson moved to close the open portion of the meeting for private licensure matters, the motion was seconded. The vote was approved through a roll call vote.

The closed session ended and Mr. Castille moved to adjourn the board meeting. Sheriff Hutchinson seconded the motion. The meeting was adjourned at 11:12am.

The foregoing minutes were approved by the Board of Peace Officer Standards and Training when it met on January 28, 2021.

Kelly McCarthy
Board Chair

Erik Misselt
Executive Director

MINNESOTA BOARD OF
PEACE OFFICER STANDARDS AND TRAINING

Special Meeting of the Board Agenda
Electronic Meeting VIA Microsoft Teams
November 19, 2020

Members Present

Kelly McCarthy, Chair
Jason Bennett
Tanya Gladney
Kevin Stenson
Pilar Stier
Rebecca Swanson
Jim Yang

Staff Present

Erik Misselt
Robert Hawkins
Mark Bloom
Abby Brown
Rebecca Gaspard
Angie Rohow
Peggy Strand

Others Present

Mark Damitio
Lindsay Hale
Dan Zivkovich
Mike Becar

Invitation to listen to the live meeting
was listed on the website.

Members Absent

Clarence Castile
Andrew Evans
Dave Hutchinson
Joel Powell
Sara Rice
Troy Wolbersen

Call to Order: Chair McCarthy called the meeting to order at 10:00am.

Approval of the Agenda: Chair McCarthy looked for a motion to approve the agenda.

- **MOTION:** Ms. Swanson moved to approve the agenda, the motion was seconded. The agenda was approved.

IADLEST Audit Discussion: Introductions of the International Association of Directors of Law Enforcement Standards (IADLEST) Team were made.

- Mark Damitio is the Accreditation and Grants Manager for IADLEST and oversees the audits conducted through IADLEST.
- Lindsay Hale, who focused on the certification side of this audit, is the Professional Standards Division Director and the Interim Training Division Director for the Oregon Department of Public Safety Standards and Training.
- Dan Zivkovich was the Project manager for this audit and focused on the training side of this audit. He has been the Director for the Wyoming Law Enforcement Training Academy and then Director for the Massachusetts POST Board.

The Chair sought the top priorities that the audit team felt should be addressed first. Mr. Zivkovich indicated that having enough staff to complete the tasks that are recommended in the audit. Ms. Hale would recommend that having a centralized academy that guarantees the foundational level of training across the state. She also recommends focusing on transparency of the POST Board with regards to police training and accountability. Mr. Zivkovich interjected that engaging non-governmental partners

including non-profit and activist groups would also benefit the state and the POST Board. Mr. Damitio recommends a uniform statewide training curriculum and the necessity of requiring CLEOs to report misconduct to the MN POST Board.

Discussion ensued regarding addressing misconduct allegations and decertification standards and processes. The audit team cautioned the overstepping of conduct investigation by the POST board in order to increase participation of misconduct notifications.

Adjournment: Chair McCarthy looked for a motion to adjourn the meeting.

- **MOTION:** Mr. Bennett moved to adjourn the meeting, the motion was seconded. The meeting was adjourned at 11:07am.

The foregoing minutes were approved by the Board of Peace Officer Standards and Training when it met on January 28, 2021.

Kelly McCarthy
Board Chair

Erik Misselt
Executive Director



Minnesota Board of Peace Officer Standards and Training

1600 University Avenue
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Agenda

Item 7A

Agenda Item:

To: Minnesota POST Board

From: Training Committee

Subject: Revisions to the Pre-Service Learning Objectives for Professional Peace Officer Education (PPOE) to Align with New Statutory Language

Date: January 28, 2021

1. ACTION REQUESTED:

The training committee requests the board approve the attached amendments to the Learning Objectives for Professional Peace Officer Education (PPOE).

2. BACKGROUND:

The 2020 Minnesota legislature passed a police reform bill that created or amended several statutes that impact peace officer use of force authority and training. On September 4, 2020, following the legislature's third special session, staff notified the schools by email of the new statutory language and the board's revised Use of Force Model Policy. The email explained what training needed to be implemented or modified immediately if it was not already in compliance with the new law and policy.

Over the fall of 2020, POST staff compared the new statutory language with the board-approved *Learning Objectives for Professional Peace Officer Education*. Staff identified changes or modifications necessary to align the objectives with the new statutory language.

On December 17, 2020, the training committee met and reviewed the changes to the objectives recommended by staff and unanimously agree to recommend the board approved the changes to the PPOE Learning Objectives.

3. EFFECTS OF THIS ACTION:

If the board approves the modifications to the PPOE objectives, they will replace the existing objectives and the POST certified schools will be notified of the changes that must be reflected in their course curriculum.

Learning Objectives for Professional Peace Officer Education (PPOE) Recommendations for Changes to Align with 2020 Legislation By Category

Category One Changes

Section 2 Ethical Reasoning

Strike Objective 1.2.3.

~~1.2.3. "Evaluate and apply strategies for responding to unethical or illegal action that may arise within law enforcement and public safety".~~

Replace with:

1.2.3. Identify and discuss peace officer duties to intercede and report when observing another peace officer using illegal or unreasonable force as stated in Minn. Stat. 626.8475, circumstances that might make interceding challenging and ethical reasoning behind doing the right thing.

1.2.4 Given scenarios where it would be appropriate for an officer to intercede in the use of force by another officer apply ethical reasoning skills to the situation.

Section 8 Officer Survival, Safety and Health

~~1.8.1. Discuss the importance of a survival mindset for officers including:
—— physical and psychological preparation for force encounters,
—— risks associated with complacency, and
—— wearing body armor and other safety equipment.~~

1.8.1. Discuss ways peace officers can stay safe and manage risk, e.g., safety equipment, body armor, situational awareness, physical, psychological and emotional wellness.

1.8.2. Identify the physiological, psychological and emotional effects of stress on people.

~~1.8.3. Explain some of the stressors encountered by peace officers and their effect on officers and their families including frequent encounters with illegal or unethical behaviors, emotionally charged scenes, people in distress, trauma and tragedy, fatigue and shiftwork, and hypervigilance.~~

1.8.3. Describe career-related sources of stress for peace officers and how they may affect officers and their families.

~~1.8.84. Identify strategies for managing and alleviating stress and Explain the importance of balancing peace officer roles and responsibilities and other life roles, interests and responsibilities.~~

1.8.45. Discuss how high risk or traumatic experiences may physically and psychologically affect officers effects of stress* before, during and after a high risk or traumatic incident including:

and identify strategies that support critical thinking and decision making in high risk or traumatic situations. ~~the effects of high risk stress on the body including the brain, vision, hearing, muscles and respiratory system, and the nervous and cardiovascular systems, and how knowledge of the effects of stress in high risk or life threatening situations can help officers perform under stress.~~

~~1.8.7. Describe officer survival/safety issues strategies relative to a variety of peace officer duties, including traffic enforcement, arrest, vehicle stops, felony stops, pursuits, and plain clothes and undercover work.~~

1.8.9. ~~Explain why~~ Describe attributes of physical fitness, and explain how physical fitness, good nutrition and healthy eating habits ~~attributes including cardiovascular fitness, flexibility, agility, strength, speed, and endurance are important~~ contribute to peace officer health, well-being and competence.

~~1.8.10. Explain the importance of and strategies for physical conditioning, good nutrition and healthy eating habits for peace officers.~~

Category Two Changes

Section 8: Legal Foundation for Peace Officer Use of Force

- 2.8.1. Explain Minnesota statutes and relevant case law related to the application force by peace officers. *Note: This must include the 2020 updates to Minn. State. 609.06, 609.066, 626.8475.*
- 2.8.2. Explain Minnesota's statute on authorized use of deadly force by peace officers including: the definition of deadly force, the circumstances under which deadly force may be justified and when deadly force is prohibited.
- 2.8.23. Explain the following terms: objectively reasonable, totality of circumstances, situational factors, pre-assaultive indicators, and, escalation and de-escalation as related to peace officer use of force.
- 2.8.34. Discuss application of the term *reasonable* as it related to use of force.
- ~~2.8.4. State how department policies regarding use of force including deadly force may and may not vary.~~
- 2.8.5. Review and demonstrate understanding of the State of Minnesota's Use of Force and Deadly Force Model Policy, its definitions and its procedures.
Note: This includes review of the policy statements regarding "sanctity of life", "treating everyone with dignity and without prejudice", "special care" considerations.
- 2.8.56. Given scenarios, ~~recognize~~ identify when force is or is not authorized and give and defend reasonable choices for the application of various types of force depending on the circumstances of the scenario.

NOTE: Objective 2.8.6. through 2.8.10. become 2.8.7. through 2.8.11

- 2.8.12. Describe the limitation on the use of certain restraints as described in Minn. Stat. 609.06.
Note: As of 2020 Minn. Stat. 609.06, states:
A peace officer may not use any of the following restraints unless section 609.066 authorizes the use of deadly force to protect the peace officer or another from death or great bodily harm:
- (1) a choke hold;
 - (2) tying all of a person's limbs together behind the person's back to render the person immobile; or
 - (3) securing a person in any way that results in transporting the person face down in a vehicle.
- (b) For the purposes of this subdivision, "choke hold" means a method by which a person applies sufficient pressure to a person to make breathing difficult or impossible, and includes but is not limited to any pressure to the neck, throat, or windpipe that may prevent or hinder breathing, or reduce intake of air. Choke hold also means applying pressure to a person's neck on either side of the windpipe, but not to the windpipe itself, to stop the flow of blood to the brain via the carotid arteries.
- 2.8.12 Explain the peace officer duty to intercede and report on another officers use of force as described in Minn. Stat. 626.8475.

Category 3 Changes

Section 7: Making Contacts, Detentions and Arrests

3.7.3. Identify limitations on the use of certain restraints by a peace officer as described in Minn. Stat. 609.06, including limitations on chokeholds, tying all of a person's limbs together behind a person's back, and securing a person in any way that results in transporting the person face down in a vehicle.

~~3.7.3~~ 4. Describe and demonstrate protocols and procedures designed to safely transport a person in custody.

~~3.7.4. Define the term *positional asphyxia* and describe its relationship to custody.~~

Section 14: Responding to and Investigating Specific Types of Calls

Subsection N. Persons In Crisis Response

Objectives 3.14.55 – 3.14.57 stay the same. Add New 3.14.58.

3.14.58. Explain the prohibition against the use of deadly force in situations involving people who only poses a danger to themselves and how it may apply in mental health crises situations.

Category 4 Changes

Section 1: Defensive and Control Tactics

New

- 4.1.1. Prior to engaging in practice in defensive and control tactics review considerations for legal, objectively reasonable and necessary use of force and deadly force by a peace officers, prohibitions against use of force and deadly force, limitations of the use of certain restraints, and facts and circumstances that influence what force is reasonable and necessary.
- 4.1.12. Describe and demonstrate command presence and tactically safe approach techniques in a variety of law enforcement situations.
- 4.1.23. Demonstrate “soft” empty hand control tactics that may be used on passive resistive subjects and resistive subjects ~~and explain why the use of a particular control technique is reasonable given the circumstances known~~ including: distraction techniques, joint manipulations, pressure points, escapes from holds and grasps, ~~and~~ come-along from escort techniques and use of appropriate verbal commands.
- 4.1.34. Demonstrate “hard” empty hand control techniques that may be used on aggressive, resistive subjects ~~and explain why the use of a particular technique is reasonable give the facts and circumstances known~~ including: restraint techniques, blocks with hands, arms and legs, countermeasure striking, techniques using hands, arms, elbows, legs, knees and/or feet, counter striking techniques use in ground fighting situations, and appropriate verbal commands. ~~coinciding with use of force decisions. and proper application of neck restraint.~~
- 4.1.45. Explain when to handcuff, ~~and risks related to improper handcuffing and~~ associated with failing to handcuff and prohibitions against tying all of a person’s limbs together behind a person’s back to render the person immobile, and against securing a person in any way that results in transporting the person face down in a vehicle.
- 4.1.56. Demonstrate proper handcuffing techniques from several positions and under a variety of circumstances including:
- ~~Proper~~ use of clear and concise verbal commands,
 - techniques for use with cooperative and uncooperative subjects,
 - team handcuffing techniques; both standing & prone,
 - tactical positioning and subject control during handcuffing and searching,
 - ~~proper~~ application of handcuffs (placement, tightness) and double locking, and
 - ~~proper~~ positioning and transporting of handcuffed subject.
- 4.1.67. Explain ~~the~~ risk factors for ~~sudden~~ in-custody death including symptoms of respiratory and cardiac distress and diabetic shock and ~~explain the implications of excited delirium~~ and the importance of monitoring people in custody and getting prompt emergency medical treatment as needed.

Objectives 4.1.7. through 4.1.12. become 4.1.8. through 4.1.13.



Minnesota Board of Peace Officer Standards and Training

1600 University Avenue
Suite 200
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Agenda
Item 7B

Agenda Item:

To: Minnesota POST Board
From: Training Committee
Subject: New In-Service and Pre-Service Learning Objectives on Autism Training for Peace Officers and Part-Time Peace Officers
Date: January 28, 2021

1. ACTION REQUESTED:

The training committee requests the board move to accept and adopt the attached autism training learning objectives to meet the requirements of Minn. Stat. 626.8474.

2. BACKGROUND:

The 2020 Minnesota legislature passed Minn. Stat. 626.8474 AUTISM TRAINING that states (in part): "By January 1, 2021, the board shall prepare learning objectives for preservice and in-service training on ensuring safer interactions between peace officers and persons with autism." The statute also provides minimum topic areas for the objectives and requires the board consult with specified groups in developing the objectives.

Minn. Stat. 626.8474, along with Minn. Stat. 626.8469, puts the following limitations on licensing examination candidacy and peace officer license renewal for those who have not received autism training.

- A person is not eligible to take the peace officer licensing examination after July 1, 2022, unless the individual has received the training [on autism], and
- Beginning July 1, 2021, peace officers are required to have at least four hours of autism training from a POST approved list of courses to renew their licenses.

To develop the learning objectives POST staff researched autism training for peace officers and hosted four Autism Training Work Group meetings made up of members of the autism community, autism-aware peace officers, and autism professionals. The group developed objectives that staff distributed to a much larger group of stakeholders for feedback. After consideration of the feedback, the group finalized the objectives and they were forwarded to the POST Board's training committee for consideration.

On December 17, 2020, the training committee met and reviewed the objectives. The committee unanimously agree to recommend the board accept and adopt the attached Autism Training Learning Objectives as the basis for meeting the new autism training requirements for pre-service and in-service.

3. EFFECTS OF THIS ACTION:

If the board approves the objectives they will be distributed to the POST Board-certified schools for implementation into the pre-service education on a timeline that ensures license examination candidates taking examination after July 1, 2022, will have received autism training.

In addition, the objectives will become the foundation for standards for continuing education course approval on this topic.

Autism Learning Objectives Work Group Recommendations for PRE-SERVICE LEARNING OBJECTIVES FOR AUTISM TRAINING

These amendments would create a new Section 20 in Category 2 of the Learning Objectives for Professional Peace Officer Education and delete old references to autism.

NEW Section 20: Autism Spectrum Disorder (ASD) and Policing

2.20.1. Demonstrate understanding of Autism Spectrum Disorder (ASD), by:

- Defining what autism spectrum disorder (ASD) is,
- Describing the prevalence of autism and demographics of diverse ASD community,
- Discussing how disparities (by race, culture, language, gender, economic status, and geography) can be barriers to support and service to the autism community and explaining why disparity awareness should inform peace officer response.
- Describing and recognizing common characteristics and behaviors associated with ASD,
- Identifying some ways ASD and other developmental disabilities compare and contrast, and
- Reviewing and discussing facets of life with autism that may contribute to or detract from wellbeing, quality of life and safety, and the possibility for conflict or crisis.

2.20.2. Demonstrate understanding of the benefits of autism-informed policing by:

- Identifying reasons why individuals living with autism more likely to interface with law enforcement and emergency responders, and
- Explaining how alternative and accommodated strategies for interaction between law enforcement and individuals with autism and caregivers promote safety and positive outcomes for everyone involved.

2.20.3. Demonstrate understanding of how to use strategies and practices that promote safe, effective and positive outcomes in situations involving ASD, including those that:

- Promote effective communication,
- Demonstrate awareness and accommodation of sensory and other processing differences,
- May be beneficial in specific emergency circumstances, e.g., fire, missing person, accident scene,
- Support cooperation and interactive sharing of information and response strategies with families, caregivers and support services where possible and safe,
- Are effective in the safe intervention and de-escalation of crises, using non-violent and least restrictive tactics where possible, and
- Promote education, mutual understanding, and improved relationships between LEOs and autistic individuals and community.

2.20.4. Identify tools and technologies that may be useful in interacting with people with autism, including those that:

- Aid in response to missing person, elopement, wandering, or acute emergency circumstances.
- Facilitate the exchange of important, individual information on behalf of the person with autism.

AMENDMENTS (To remove existing reference in other sections)

2.19.4. Identify special communications issues peace officers may encounter and discuss reasonable and appropriate actions officers may take to improve communication with individuals:

- coping with communication disorders including hearing impairment,
- whose mobility impairment restricts communication, and
- coping with ~~autism spectrum disorders~~, dementia, Alzheimer's disease or intellectual disabilities.

2.20.2. Describe the symptoms of major mental illnesses and how they manifest in adults and children, i.e., those associated with antisocial personality disorders, ~~autism spectrum disorders~~, bipolar disorder and manic behavior disorders, depression, dissociative disorders, post-traumatic stress disorder (PTSD), schizoaffective disorder, schizophrenia, and Tourette's syndrome.

3.4.1. Discuss how conflict management strategies depend on the situation and various strategies that may be useful in resolving situations involving individuals dealing with mental illness, or substance use, ~~or developmental disabilities such as autism.~~



Minnesota Board of Peace Officer Standards and Training

1600 University Avenue
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Agenda
Item 10

Agenda Item:

To: Minnesota POST Board
From: Training Committee
Subject: Revisions to the In-service Use of Force Learning Objectives for Peace Officers and Part-Time Peace Officers
Date: January 28, 2021

1. ACTION REQUESTED:

The training committee requests the board accept and adopt the attached Revisions to the In-service Use of Force Learning Objectives for Peace Officers and Part-Time Peace Officers.

2. BACKGROUND:

The 2020 Minnesota legislature passed several statutes the impact peace officer use of force authority and training. POST staff compared the statutes with the board-approved in-service use of force learning objectives and modified the objectives to align them with current statutory language and requirements.

On December 17, 2020, the training committee met and reviewed the changes to the objectives recommended by staff and unanimously agree to recommend the board accept and adopt the attached version of the In-service Use of Force Learning Objectives for Peace Officers and Part-Time Peace Officers.

3. EFFECTS OF THIS ACTION:

If the board approves the modifications to the objectives they will replace the existing objectives and law enforcement agencies will be notified of the changes to the required training.

IN-SERVICE USE OF FORCE LEARNING OBJECTIVES FOR PEACE OFFICERS AND PART-TIME PEACE OFFICERS

INTRODUCTION

The authority to use deadly force, conferred on peace officers by statute, is a critical responsibility that shall be exercised judiciously and with respect for human rights and dignity and for the sanctity of every human life. Further, every person has a right to be free from excessive use of force by officers acting under color of law.

The following learning objectives have been developed to assist law enforcement agencies in providing use of force continuing education to officers. Pursuant to MN STAT 626.8452 this training must be provided to all peace officers and part-time peace officers annually and each officer is required to receive instruction relative only to weapons and equipment the officer is issued or authorized to use. The term annually has been defined by the POST Board to mean at least once per calendar year.

There are many formats for delivering continuing education. Agencies are encouraged to explore creative and co-operative means of providing this education. Each law enforcement agency must determine minimum competency levels appropriate for agency personnel and nothing in these objectives prohibits an agency from developing additional objectives, or setting higher standards. Agencies are also encouraged to submit suggestions for revisions to these objectives to the POST Board.

A. USE OF FORCE

General learning goal: The officer will explain the criteria that are used to determine when force may be employed, the circumstances that justify the use of deadly force, and the liabilities attached to the use of force.

Performance Objectives:

1. The officer will identify the four instances in which MN STAT 609.06 subd. 1(a)-(d) authorizes a public officer to use reasonable force.
2. The officer will demonstrate familiarity with the agency's policies concerning the use of deadly force.
3. The officer will explain why MN STATS 629.32 and 629.33 are relevant to use of force.
4. The officer will explain the concept of objectively reasonable use of force by peace officers and factors that influence the tool, technique or tactic an officer may choose to use in a situation. The following concepts will be discussed:
 - a) Verbal skills.
 - b) Empty hand techniques.

- c) Intermediate weapons.
 - d) Deadly Force.
 - e) Totality of the circumstances.
5. The officer will demonstrate knowledge of how an individual's physical, mental health, developmental or intellectual disabilities may affect the individual's ability to understand or comply with commands from peace officers.
 6. The officer will explain how, normally less lethal techniques and weapons may become lethal.
 7. The officer will demonstrate knowledge of the circumstances under which a peace officer may use deadly force under MN STAT 609.066.
 8. The officer will demonstrate familiarity with the agency's policies concerning the use of force.
 9. The officer will explain the civil, criminal, licensing, and employment consequences of unlawful or unreasonable use of force.
 10. The officer will demonstrate knowledge of the duty to intercede and duty to report when observing another officer using force in violation of section 609.066 subd. 2 or otherwise beyond that which is reasonable under the circumstances.

B. READINESS ASPECTS OF USE OF FORCE

General learning goal: The officer will explain the importance of mental and physical readiness, and emotional trauma.

Performance Objectives:

1. The officer will explain how extremely stressful situations will affect physical and mental functioning. The explanation must cover the following.
 - a) Breathing and circulation.
 - b) Changes in sensory perception.
 - c) Changes in motor skills.
 - d) Physical trauma
2. The officer will identify the symptoms of emotional trauma that may arise from critical incidents and discuss the need for evaluating and treating their effects, to include:
 - a) Sleep disturbances.
 - b) Emotional distancing.
 - c) Hyper-alertness or exaggerated startle response.
 - d) Memory impairment or trouble concentrating.
 - e) Inability to express feelings.

3. The officer will explain the agency's response to officers involved in deadly force and other critical incidents.
4. The officer will explain the concept of "post-shooting trauma" that people can have varying responses when force, including deadly force, is applied.

C. VERBAL AND NON-VERBAL COMMUNICATION STRATEGIES

General Learning Goal: The officer will explain the importance of and demonstrate proficiency in integrating communication skills where safe and feasible along with tactical de-escalation strategies in volatile situations.

Performance Objectives:

1. The officer will understand the importance of the following areas:
 - a) Active listening and verbalization/command skills
 - b) Use of volume, pitch and pace.
 - c) Contextual or non-verbal communication: body language.
 - d) Lack of compliance considerations: Medical conditions, mental impairment, physical limitations, language barrier, behavior crisis, drugs or alcohol use.
 - e) De-escalation/conflict management strategies: when safe and feasible, barriers, containment, communication, limiting exposure, distance, and other tactics to reduce the need for force.

D. PROFICIENCY WITH UNARMED CONTROL MEASURES

General learning goal: The officer will demonstrate proficiency and explain the importance of unarmed control measures which are authorized by the officer's agency.

Performance Objectives:

1. The officer will demonstrate proficiency in the following areas:
 - a) Handcuffing techniques (and other restraining devices) from positions: prone, standing, kneeling.
 - b) Weapon retention-authorized firearms (in and out of holster) and other agency approved equipment including electronic control weapons.
 - c) Empty hand techniques
 - d) Integration of empty hand techniques and weapons systems to include weapon transitioning and weapon retention.
2. Identify limitations on the use of certain restraints by a peace officer as described in Minn. Stat. 609.06, including limitations on chokeholds, tying all of a person's limbs together behind a person's back, and securing a person in any way that results in transporting the person face down in a

vehicle.

- a) a) Describe and demonstrate protocols and procedures designed to safely transport a person in custody.

E. PROFICIENCY WITH INTERMEDIATE FORCE WEAPONS

General learning goal: The officer will discuss and demonstrate proficiency with the various intermediate weapons used by the agency.

Performance Objectives:

1. If the officer is issued or authorized to carry or use chemical aerosols, impact weapons, specialty impact munitions, electronic weapons, or other intermediate weapons, the officer will demonstrate proficiency in the use of these weapons consistent with agency policy (or policies).
2. Discuss the impact of low light and adverse weather conditions on the use of intermediate weapons.

F. PRINCIPLES OF FIREARMS USE

General learning goal: During the course of practical firearms training, (sections F and G) the officer will demonstrate knowledge of firearms safety, firearms maintenance, handgun shooting principles and familiarization with authorized firearms. This training will be consistent with agency policies and individual officer assignments.

Performance Objectives:

1. The officer will demonstrate safe handling of all firearms used during training. This will include:
 - a) Safely and correctly loading and unloading the firearms.
 - b) Safely and correctly holstering and drawing the firearms.
 - c) Safely and correctly clearing malfunctions.
 - d) Safely and correctly maintaining authorized firearms.
2. The officer will describe the various methods of handling and storing firearms while off-duty in compliance with MN STAT 609.666. The need for security of firearms kept in the officer's home will also be explained.
3. The officer will identify authorized firearms categories and corresponding ammunition utilized by the agency.
4. The officer will explain situations in which use of the weak hand may be required.
5. The officer will explain the circumstances that justify the use of deadly force by

peace officers.

G. HANDGUN RANGE EXERCISES

General learning goal: Any officer who is issued or is authorized to carry a handgun, will effectively and safely utilize the authorized handgun(s) on a qualification course of fire.

Performance Objectives:

1. The officer will demonstrate effective techniques in the following areas:
 - a) Close encounter shooting.
 - b) Shooting from cover.
 - c) Reloading Techniques.
 - d) Weapon/reaction hand shooting.
2. The officer will fire a qualification course consisting of no less than 50 rounds. The course of fire may be conducted with duty ammunition, or with lead free, frangible, or non-toxic ammunition that has ballistic performance similar to the issued service ammunition.
3. During the course of fire, the officer will fire from close, medium and long range. Close range means less than 7 yards; medium range means 7 to 14 yards; and long range means 15 to 25 yards (Suggested use of ammunition allotment: 50% at close range; 40% at medium range and 10% at longrange.)
4. The agency will determine the minimum proficiency to be obtained for successful completion of the exercise.

H. OTHER FIREARMS RANGE EXERCISES

General learning goal: Any officer who is authorized to use other firearms (shotgun, rifle, etc.) will effectively and safely utilize these firearms in a qualification course of fire.

Performance Objectives: Shotgun

1. Given a qualification course of fire, the officer will successfully complete the following:
 - a) The officer will fire the weapon at various distances, using various shooting positions.
 - b) The officer shall consider the projectile spread and background beyond the area of the immediate threat when making the decision to select the shotgun or other authorized firearm.
 - c) During this exercise, the officer may use duty ammunition, or ammunition that has ballistic performance similar to the issued service ammunition. It is recommended that officers' duty ammunition, if not expended during the yearly course of fire, be replaced at least every two years.
 - d) The agency will determine the minimum proficiency to be obtained for

- successful completion of the exercise.
- e) The officer will fire a minimum of 10 rounds during this exercise.

Performance Objectives: Rifle

- a) The officer will fire the weapon at various distances, using various shooting positions.
- b) The officer shall consider distance and shot accuracy when selecting the rifle or other authorized firearm.
- c) During this exercise, the officer may use duty ammunition or ammunition that has

- ballistic performance similar to the issued duty ammunition. It is recommended that the officer's duty ammunition be replaced every two years.
- d) The agency will determine the minimum proficiency to be obtained for successful completion of the exercise.
 - e) The officer will fire a minimum of 20 rounds during this exercise.

I. FIREARM SELECTION

General learning goal: The officer will identify the situations and considerations involved in determining which firearm (handgun or other firearm) is appropriate in various tactical situations.

Performance Objectives:

1. The officer will identify important considerations when deciding which firearm should be used in a tactical situation, to include:
 - a) The physical environment.
 - b) The number of suspect(s).
 - c) The weapons available to suspect(s).
 - d) The presence of bystanders, hostages, or other innocent persons.
 - e) The presence and deployment of assisting officers.
 - f) The officer's level of training with authorized weapons.
 - g) The firearms policy of the agency.
 - h) The potential for ricochet, projectile pattern and projectile penetration.
2. The officer will describe and compare the recognized or effective range of various firearms authorized by the agency.

J. USE OF FIREARMS IN LOW LIGHT AND IN ADVERSE WEATHER

General learning goal: The officer will demonstrate the ability to effectively fire their authorized weapons to include handgun, rifle and shotgun in low light and in adverse weather conditions.

Performance Objectives:

1. The officer will demonstrate the ability to effectively use weapon light systems or other illumination devices in low light conditions.
 - a) Muzzle flash.
 - b) Target identification.
 - c) Target accuracy.
2. The officer will demonstrate the ability to respond to the tactical considerations

associated with adverse weather conditions:

- a) Firearm malfunction.
- b) Firearm control.
- c) Use of gloves.
- d) Reduced mobility in drawing and firing the weapon wearing heavy clothing.
- f) Impact of cold weather in reducing motor function of the extremities.