

**LOS ANGELES POLICE DEPARTMENT
BICYCLE PATROL SCHOOL
Expanded Course Outline
1850-23820**

Instructional Goal: To enable a Police Officer to be deployed as a member of a Bicycle Patrol Unit
This course provides updated legislative content of Penal Code Section 835a

Performance Objectives: Utilizing learning activities and practical application, students will be able to demonstrate:

- Understand the safety guidelines for the course
- The student will demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy, and tactical planning
- Understand the concepts of community policing and apply them to bicycle patrol
- Understanding and application of the bicycle safety equipment
- Be able to safely and effectively ride a bicycle during bicycle patrol
- Be able to safely dismount and make contact with a suspect
- Be able to safely deploy their firearm during bicycle patrol scenarios
- Be able to properly maintain their bicycle
- Become skilled in bicycle defensive tactics
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning

References: Instructors, facilitators and training supervisors shall ensure that the most current references are utilized

I. COURSE INTRODUCTION

(30 Min)

Introduce the instructional goals and objectives of the Bicycle Patrol School. At the conclusion of this block, the student will be able to identify and apply the performance objectives throughout the course

A. WELCOME

1. Introduction of Instructors
 - a. Name and assignment
 - b. Experience related to Bicycle Patrol
 - 1) Length of time working bicycle related detail
 - 2) Specialty schools attended
2. Course Documentation and Safety Equipment
 - a. Complete course roster and administrative forms

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b. Required safety equipment and uniform requirements¹

- 1) Ballistic Vest
- 2) Helmet
- 3) Gloves
- 4) Glasses
- 5) Department approved bicycle patrol uniform

B. LECTURE: Overview of Safety Guidelines and Standing Plans

1. Overview Safety Plan: Illness and Injury Prevention Program (IIPP)
2. **DISTRIBUTE:** Safety Guidelines handout
3. IIPP safety guidelines apply to all training given by the Department. These guidelines ensure that staff and participants are aware of potentially hazardous situations and how to avoid them
 - a. All personnel should be instructed that a copy of the IIPP is located in the training supervisor's office at that particular training site
 - b. Anyone participating in the training, whether student, observer, or instructor, has the authority to "STOP" the exercise if they observe an unsafe act or condition that may cause imminent injury or death and/or damage to the facilities
 - c. Protective eyewear and ear protection (American National Standards Institute (ANSI) approved) shall be worn if blanks or live-fire rounds are used during a practical application or during any demonstration using the same
 - d. A follow vehicle with necessary tools and safety equipment will accompany the class during bike rides
 - e. Students shall immediately notify an instructor(s) or the training staff of any injury sustained during training, and use the following steps in the event of a serious injury
 - 1) Render first aid and obtain appropriate medical assistance
 - 2) Notify the Fire Department Rescue Ambulance (213) 485-6203. Give specific directions to the location of the incident

¹ Los Angeles Police Department Manual 3/ 601. Possession of Uniform and Personal Equipment / Uniform and Personal Equipment Specifications Manual Part I: Sworn Personnel I-N

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- 3) An Instructor will be in designated location to direct the ambulance and the area should be cleared of personnel
- 4) All appropriate notifications should be made including Commanding Officer, Continuing Education Division, and Real-time Analysis & Critical Response Division, (213)484-6700
- 5) Each training location has an emergency plan that is in place and can be located in Training Unit's Office
- 6) The supervisor will ensure that the necessary worker compensation forms (1.66) and other reports (e.g. Employee Notification Form 15.7) are completed in a timely manner
- 7) For outside agencies, notifications will be made to the agencies Officer in Charge
- 8) Transport to the local hospital for a minor injury

Elysian Park Facility

Glendale Adventist Medical Center
1530 E. Chevy Chase Drive
Glendale, CA. 91206
Phone No: (818) 409-8000

ProActive Work Health Services
1230 W. 3rd Street
Los Angeles, CA. 90017
Phone No: (213) 977-9300

C. CLOSING: Reinforce key learning points

1. All students will know the safety rules and standing plans
2. Bike patrol officers must have in their possession and must maintain all the required safety equipment at all times

D. UNIFORM CHECK:(Indoor activity)

PURPOSE: Students will demonstrate proper functions and fitting of equipment. Each student will inspect their equipment and verify its condition

1. Department Approved and Required Equipment²
 - a. Uniform

²Los Angeles Police Department Manual, 3/ 601. Possession of Uniform and Personal Equipment / Uniform and Personal Equipment Specifications Manual Part I: Sworn Personnel I-N

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- 1) Pants
 - a) Short
 - b) Long
- 2) Shirt
- b. Sam Brown / Firearm
- c. Ballistic Vest
- d. Impact Devices
 - 1) Side handle baton
 - 2) Collapsible baton
- e. Gloves
- f. Glasses
- g. Helmet
2. Training equipment needed for the course in the follow vehicle
 - a. Tire pumps
 - b. Inner tubes
 - c. Tire levers
 - d. Tools
 - 1) Open end wrenches
 - 2) Chain breaker
 - 3) Screwdrivers
 - 4) Cable cutter
 - 5) Crank puller
 - 6) Bottom bracket tool
 - e. Kicking shields
 - f. Tires

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- g. Cones
- h. Water
- i. First aid kit
- j. Spare bikes

II. INTRODUCTION TO CONTROL AND DE-ESCALATION (Lecture / indoor) (90 Min)

A. USE OF FORCE REVIEW

Instructional Goal: To review and reinforce Department policy and legal issues regarding use of force, tactical decision making and De-Escalation

Performance Objectives: Using lecture, group discussion, and handout materials, students will:

- Students will understand the Department use of force policy and proper application of same
- The concept of De-Escalation will be discussed and reinforced as it applies to the Department use of force policy
- The students will demonstrate an understanding of how our department's guiding value of Reverence for Human Life is the moral and ethical foundation of De-Escalation, tactical decision making, reasonable force and officer Safety

1. Use of Force Lecture

a. Core Value: Reverence for Human Life

- 1) The primary consideration in LAPD tactics and strategies
- 2) No arrest, conviction, or piece of evidence can outweigh the value of human life
- 3) Officers do not shoot to kill a human life, the shoot to stop a deadly or serious threat

b. Penal code 835(a), Any peace officer who has reasonable cause to believe³that the person to be arrested has committed a public offense may use reasonable force to:

- 1) Effect an arrest
- 2) Prevent escape

³ California Penal Code Section 835a

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- 3) Overcome resistance
 - 4) The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and dignity and for the sanctity of every human life.
 - 5) A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, "retreat" does not mean tactical repositioning or other de-escalation tactics.
- c. The reasonable standard, Graham vs Conner decision 1989
- 1) Facts and circumstances known to the officer at the time of the use of force
 - 2) Reaction of an officer with similar training and experience
 - 3) Type and amount of force used based on the suspects actions
- d. Los Angeles Police Department Use of Force policy states that the force⁴ must be "objectively reasonable" to:
- a. Defend themselves
 - b. Defend others
 - c. Effect an arrest or detention
 - d. Prevent escape
 - e. Overcome resistance
 - f. Use of force policy does not change in crowd control situations
 - g. Department Tactical De-Escalation Techniques In circumstances not involving imminent threat of death or serious bodily injury, officers should consider tactics and techniques that may persuade the suspect/s to voluntarily comply or that may mitigate the need to use a higher level of force to resolve the situation safely.
 - h. Tactical de-escalation does not require that an officer compromise their safety or increase the risk of physical harm to the public.
 - 1) Guided by the principal of reverence for human life.
 - 2) The use of techniques to:
 - a) Reduce the intensity of an encounter with a suspect; and,
 - b) Enable an officer to have additional options to gain voluntary compliance; or,
 - c) Mitigate the need to use a higher level of force.
 - d) All while maintaining control of the situation
- e. Tactical De-Escalation

⁴ Department Manual, 1/556.10, Policy on Use of Force

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Tactical de-escalation involves the use of techniques to reduce the intensity of an encounter with a suspect and enable an officer to have additional options to gain voluntary compliance or mitigate the need to use a higher level of force while maintaining control of the situation

- 1) Tactical de-escalation techniques
 - a) Planning
 - b) Assessment
 - c) Time
 - d) Redeployment and/or cover
 - e) Other resources
 - f) Lines of communication

- f. Drawing and Exhibiting Firearms
 - 1) Based on the tactical situation
 - 2) Reasonable belief that the tactical situation may escalate to the point where deadly force may be justified
 - 3) When an officer determines that Deadly Force is not necessary, the officer **shall**, as soon as practicable, secure or holster the firearm

- g. Deadly Force is authorized to:
- j. Deadly Force can only be used when the officer reasonably believes, based on the totality of the circumstances, that such force is necessary for either of the following reasons:
 - (1) To defend against an imminent threat of death or serious bodily injury to the officer or another person; or,
 - (2) To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.

Note: *In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstances of each case and shall use other available resources and techniques if reasonably safe and feasible.*

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- 1) "Deadly force" means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm.
- 2) "Totality of the circumstances" means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force.
- 3) A threat of death or serious bodily injury is "imminent" when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed.
- 4) A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.

Note: The Department will analyze an officer's use of deadly force by evaluating the totality of the circumstances of each case consistent with California Penal Code Section 835(a) as well as the factors articulated in *Graham v. Conner*.

- 1) Protect the officer or others from what is reasonably believed to be an imminent threat of death or serious bodily injury 243(f)(4)pc, (SBI)
 - a) Imminent threat defined
 - (1) Near at hand
 - (2) Impending
 - (3) On point of happening
 - b) Serious bodily injury 243(f)(4)pc
 - (1) Loss of consciousness
 - (2) Concussion
 - (3) Bone fracture
 - (4) Protracted loss or impairment of function of any bodily member or organ
 - (5) A wound requiring extensive suturing
 - (6) Serious disfigurement

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- 2) Prevent a crime where the subject's actions place person(s) in imminent jeopardy of death or SBI
- 3) Prevent the escape of a violent fleeing felon who's escape will pose a significant threat of death or SBI to the officer or others if apprehension is delayed (Tennessee vs Garner case law)

h. Warning shots

- 1) The intentional discharge of a firearm off target
- 2) Not intended to hit a person
- 3) Warning others that deadly force is imminent

i. Cover fire

- 1) Controlled and deliberate fire
- 2) Directed at a life endangering threat
- 3) Where the officer reasonably believes the threat to be located
- 4) Considered deadly force

B. PRESENCE

1. Presence: The ability to project a sense of ease, poise, and self-assurance, especially the quality or manner of a person's bearing before an audience

a. Character

- 1) Who are you as a person
- 2) What factors have contributed to who you are and your abilities

b. Ability

- 1) Ability to speak to others
- 2) Ability to interact with others
- 3) Ability to empathize with others
- 4) Physical skill level
- 5) Knowledge
- 6) Education
- 7) Experience

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2. Command presence: Presence as it applies to influencing or controlling individuals in a policing environment
 - a. Character
 - 1) Who are you as a person
 - a) Biases
 - b) Life experiences
 - c) Empathy
 - d) Respect for people
 - 2) How has being a police officer effected your character
 - b. Ability
 - 1) Physical skill level
 - 2) Training
 - a) Education
 - b) Experience
 - c. Interaction with the public
 - 1) Tactical communication
 - 2) Intent
 - 3) Body language
 - 4) Appearance
 - 5) The public's perception of your intent
 - d. Quality through continuous improvement
 - 1) Personal responsibility
 - 2) The ability to adapt to an ever-changing environment

C. CONTROL

1. Control

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- a. Control of a suspect
 - 1) Control vs. illusion of control
 - a) Force
 - (1) Physical superiority in numbers or strength
 - (2) A restrained individual
 - b) Compliance
 - (1) An individual who is willingly submitting to an officer's directions
 - (2) Physical superiority in numbers or strength
 - 2) While control is often elusive, the goal is to influence others to submit to your required actions with the least amount of resistance possible
- b. Control of the scene
 - 1) Assessment of the situation
 - 2) Planning
 - 3) Communications
 - 4) Proper amount of resources for the given incident
- c. Control of yourself
 - 1) Self-control (3 C's): The only thing that can truly be controlled is your self
 - a) Competent
 - (1) Do you have the Knowledge
 - (2) Can you apply what you have learned
 - (3) Have you maintained your skills
 - b) Confident
 - (1) Do you believe that you can perform as required
 - (2) Have you trained to maintain your skills

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c) Control

- (1) Having a clear goal allows for the formation of a plan of action, plans may change as the situation changes but understand what you are attempting to achieve
- (2) Understanding the effects of adrenaline
- (3) Remaining professional under stress
- (4) Physiology of combat

2. Influence

a. Tactics

- 1) Physical advantage
- 2) Perceived advantage

b. Body language

c. Communication

- 1) Verbal
- 2) Non-verbal

d. Appearance

- 1) Professional
- 2) Ready to handle the situation

3. Force

a. Non-lethal

b. Less lethal

c. Lethal

D. TACTICAL DE-ESCALATION

1. Definition: Tactical de-escalation involves the use of techniques to reduce the intensity of an encounter with a suspect and enable an officer to have additional options to gain voluntary compliance or mitigate the need to use a higher level of force while maintaining control of the situation

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2. There are many circumstances in which officers may ultimately use force even after successfully employing de-escalation techniques. The use of force in and of itself should not be construed as a failure to de-escalate. The use of an appropriate amount of force may in fact be a form of de-escalation, keeping the overall situation from spinning further out of control
3. Facilitated group discussion involving command presence, control, and tactical de-escalation

E. COMMAND AND CONTROL

1. Definition: Command and Control is the use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
2. Facilitated group discussion involving Command and Control, use of resources and leadership

F. CLOSING: Reinforce key learning points

1. Force is a last resort with the reverence for life as a guiding principle
2. An officer's presentation often influences the response of others
3. De-escalation may not always be possible but should always be a consideration as a means of controlling an encounter

III. EQUIPMENT ISSUANCE

(15 Min)

- A. Introduction of instructor(s)
- B. Overview block of training
 1. Get and fit Helmets
 2. Get and fit Gloves
 3. Get and fit Glasses

C. LEARNING ACTIVITY: Equipment Issue

Purpose: In a large group, instructors will issue and fit safety equipment to students

1. Equipment will be fit to each student individually
2. The equipment issued will be signed out on the Safety Equipment Check Out Sheet by the student
3. Helmets

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- a. A properly sized helmet allows for no more than one centimeter of space between helmet and head
- b. The retention strap (chin strap) should be snug, but not overly tight
 - 1) A loose strap will not hold the helmet in place during a crash
 - 2) An overly tight strap can result in undue pressure underneath the jaw and possibly result in a headache
- c. Rear retention adjustment should be ratcheted to further enhance a snug fit
- d. Proper fit is essential as this is the one piece of equipment that can save a rider's life

4. Gloves

- a. A properly sized glove should be snug enough to allow the officer to competently handle his/her firearm
- b. A loose glove will not allow for a proper grip of the firearm and any loose material from the glove could get caught on the slide of the firearm

5. Glasses

- a. One size fits all protective glasses; yellow Oakley M-frame
- b. The glasses come with two lenses
 - 1) Dark: sunny conditions
 - 2) Clear: low light or at night
- c. **DEMONSTRATE (instructor):** Changing lenses
 - 1) Grasp the lens in the center and pull away from the frame
 - 2) Insert corners of new lens into the frame slot
 - 3) Snap center of lens into slot

 - 4) Lens should be tightly held in place if correctly inserted into frame

6. CLOSING: Review key learning points

- a. It is imperative for equipment to fit properly
- b. For both officer safety and comfort

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D. LEARNING ACTIVITY: Bike Issue and Fit

Purpose: In large groups, instructors will demonstrate to students how to properly fit a bicycle to themselves

1. Bicycle fit and sizing

- a. All Instructors will aid in the bicycle fit of each student. Each student will be assigned a bicycle to be used and maintained for the duration of the school
- b. Top tube: 2 to 4 inch clearance between inseam and top tube

2. Adjustments (seat)

- a. Seat height should be adjusted to allow the rider to comfortably pedal without under extension or hyperextension of the legs

- 1) While seated and the pedal in the down stroke position
- 2) The leg should be slightly bent at the knee

- b. Forward position

- 1) While seated and the pedals in the horizontal position
- 2) The forward knee should be directly above the respective pedal

- c. Tilt

- 1) The saddle should be tilted to allow for a horizontal seated position
- 2) Some riders opt to tilt the nose of the saddle slightly up or down to relieve undue pressure and achieve a more comfortable riding position

E. Air, Brakes, and Cranks (A.B.C.) Quick Check: a pre-ride inspection

1. All instructors will aid the students in performing a ABC quick check on their issued bicycle
2. This will prevent most accidents due to equipment failure or tampering with the police bicycles
3. A.B.C. Quick Check
 - a. Air

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- 1) Check air pressure and condition of tire
 - 2) Look for excessive tread wear and/or sidewall damage
 - 3) Visually inspect rim and spokes
- b. Brakes
- 1) Examine brake pads, cables, and housing
 - 2) Check brake levers for proper tension
- c. Cranks
- 1) While bike is resting on kickstand, hold both pedals and move side to side
 - 2) Look for movement of the crankset indicating bearing damage
 - 3) Visually inspect chain for proper lubrication and proper chain alignment and condition
- d. Quick
- 1) Show how to properly tension quick releases
 - 2) Close all quick releases: hub skewers, seat post clamp
 - 3) **DEMONSTRATE:** Open and closed quick release levers
- e. Check
- 1) A slow ride to check that components are functioning properly
 - 2) Front/rear brakes
 - 3) Check shifters for proper functioning

IV. ASSESSMENT SCENARIOS

(60 Min)

A. DOWNED OFFICER SCENARIO

1. Instructors will secure the training site, ensuring that "LAPD Training in Session" signs have been placed at all access points to the training site
2. A 1 to 5 instructor to student ration is required for these scenarios with a minimum of 3 instructors required (role player, proctor, site control)
3. All live weapons will be secured other than non-involved location security officers

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4. Instructors will inspect students and role players to confirm that no weapons are brought into the training area
5. Instructors will issue foam training batons and orange colored inert training pistols for the scenarios
6. Downed Officer
 - a. Students will be directed to lay on the ground with a bicycle between their legs in a riding position to simulate that they were knocked to the ground by the role player
 - b. Students are told that the role player has knocked them down and is advancing towards them and that they need to respond to the threat
 - c. Once the student confirms that he understands the situation the scenario begins
 - d. The role player advances towards the student and forces the student to respond by improving their position
 - 1) Getting out from under the bicycle
 - 2) Using their feet to keep the role player at distance
 - 3) Getting to their feet
 - e. The proctor will stop the scenario when the student has improved their position or has shown that they are unable to improve their position
7. De-escalation with armed suspect
 - a. Students are advised that they have responded to a park with a report of a 415 man. The students are positioned approximately 25 feet from the role player and advised that this position is where they observed the suspect, who is chopping food at a picnic table with a large knife
 - b. The role player will turn and face the officer when the scenario begins and verbally engage the student in a threatening manner with the intent to get the student to draw his weapon and begin giving commands. When the student draws his weapon the role player will discard the knife and immediately advance on the student forcing the student to react to the new threat
 - c. The role players new action should not rise to the level of deadly force, forcing the student to de-escalate to a lower force option
 - 1) Create distance and take control of the timing of the engagement
 - 2) Use kicks, knees or push to slow the attack

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- 3) Holster or bring the firearm into close contact position
 - 4) Use footwork to move off the line of attack
 - 5) Draw and use the baton to stop the attacker
 - d. The role player will comply or take a knee when the student has transitioned to an appropriate non-lethal force option and successfully holstered their firearm
 - e. The proctor will stop the scenario when the student has controlled the role player
8. A group debrief will be conducted at the end of the scenarios to discuss what the students should have already known how to do, what will be re-enforced in the class and what new information will be taught related to the bicycle.
- a. Basic policing skills
 - 1) How to properly holster their weapon
 - 2) Proper kicks, knees, strikes, etc
 - 3) Footwork
 - 4) Proper baton draw and strikes
 - 5) Threat recognition
 - 6) Timing and distance
 - 7) Redeployment
 - b. Elements that will be reviewed in the school
 - 1) Footwork
 - 2) Kicks, Knees and strikes
 - 3) Timing and distance
 - 4) Verbal commands
 - 5) Proper use of force, tactics, and decision making
 - c. New information
 - 1) Bicycle defensive tactics

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- 2) Bicycle positioning
- 3) Command presence and its importance with regards to de-escalation
- 4) The three “C’s” as it pertains to control and arrest
- 5) Basic skills as related to bicycle patrol

V. POLICE CYCLING 1 (Practical / outdoor)

(15 Min)

A. BIKE MANIPULATIONS:

Instructional Goal: To teach students proper placement and control of the bicycle

Performance Objectives: Using learning activities students will demonstrate how to tactically use the bicycle to their advantage when contacting a suspect

1. Bike manipulations

- a. Introduction of instructor(s)
- b. Overview block of training
 - 1) Position of advantage
 - 2) Power pedal position
 - 3) Seated guard

2. Position of advantage

- a. Instructor will explain the position of advantage to the students: standing to the left rear of the bicycle
- b. Instructor will demonstrate proper position and explain the tactical advantage of using the bike as an obstacle between the student and a suspect
 - 1) Prevents the suspect from having a direct line of attack
 - 2) Provides time for an officer to respond to the suspect’s actions
 - 3) Students will be directed to assume the position of advantage. All instructors will adjust the students position so that they can best utilize the bicycle

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- 4) This position is used for both the tactical advantage as well as providing a uniform appearance during squad movements
3. Power pedal position
 - a. Instructor will explain / demonstrate the power pedal position
 - 1) While standing over the top tube of the bicycle, the right pedal will be placed in the 2 o'clock position (approximately in alignment with the down tube)
 - 2) The instructor's right foot is placed on the right pedal in preparation to accelerate the bicycle
 - b. Students will be directed to stand over their bicycles and place the pedals in the correct position. All instructors will assist the students to achieve the correct position
 - c. This position is used in the seated guard, sprint starts and curb ascents
 4. Seated Guard
 - a. Instructor will explain / demonstrate the seated guard position
 - 1) From the power pedal position with the right foot on the right pedal, the instructor will sit on the top tube with his right hamstring and place his left leg out slightly to achieve a balanced position
 - 2) The two points of contact that the bicycle has with the ground and the instructor's left leg form a tripod platform on which to balance
 - 3) Remove hands from the handlebars and maintain balance and control
 - b. Students will be directed to get into the power pedal position and then assume the seated guard. Instructors will verify that each student is stable and has control of the bicycle with their hands off the handle bars
 - c. This position is used as a uniform resting position during squad formation and standard patrol as well as a stable shooting platform for qualification
 5. Mount
 - a. Instructor will explain and demonstrate the mount position
 - 1) Students will be directed to stand on the left side of the bicycle
 - 2) Students will raise their right leg up over the rear of the bicycle, placing their right foot on the right side of the bicycle

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- 3) The students will now be in a balanced position straddling the top tube of the bicycle
 - b. This position is used as a uniform mounting method for squad formations and standard patrol when riding in groups
6. Standing Mount (shooting position)
 - a. From the mount position students will be directed to bend their knees and lower their center of gravity down onto the top tube of the bicycle
 - b. This position assures a stabile shooting platform and control of the bicycles movements during live fire

VI. FIREARMS QUALIFICATION

(105 Min)

A. INTRODUCTION

- 1 Instructor Introductions
- 2 Safety Guidelines
 - a. Students shall notify the instructor(s) of any known, pre-existing medical condition that is likely to be aggravated, or impact performance during training
 - b. Students shall be required to provide evidence of medical or physical fitness for training if the instructor questions their ability to safely perform any training functions
 - c. Students shall immediately notify an instructor(s) of the training staff of any injury sustained during training

B. FIREARMS SAFETY RULES AND RANGE SAFETY

1. The Basic Firearm Safety Rules: Los Angeles Police Department Basic Firearms Manual, Chapter 1 page 1
 - a. **All guns are always loaded**
 - b. **Never allow the muzzle to cover anything you are not willing to shoot**
 - c. **Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot**
 - d. **Be sure of your target**

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2. Officers are required to know and apply the Four Basic Firearm Safety Rules throughout their careers. These rules must be ingrained into an officer's natural thought process and become second nature
3. Any violation of the Four Basic Firearm Safety Rules may result in the unintentional discharge of a round. This is a serious matter with the potential of having tragic results
4. Range Safety
 - a. Anyone participating in firearms training, (shooter, observer, or instructor) has the authority and the responsibility to call a cease fire if they observe the unsafe handling of a weapon or an unsafe condition on the range. Only firearms instructors are authorized to provide any firearms training
 - b. Instructors will provide shooters with clear direction using commands defined in advance. On the range, the following basic guidelines are to be followed at all times
 - 1) All firearms and magazines are to remain unloaded until a command to load is given
 - 2) Magazines are not to be placed in the firearm until a command is given to do so
 - 3) Unloaded magazines are to be secured in a range bag until advised by an instructor to retrieve them
 - 4) Carelessness will not be tolerated during firearms training
 - 5) A firearms instructor will provide clear direction using commands. Shooters must pay attention to the commands and avoid anticipating them
 - 6) Shooters/observers are never to move forward on the firing line (downrange) until the firing line is cleared and the command is given by a firearms instructor to do so
 - 7) When manipulating a firearm, the weapon is to remain pointed in a safe direction at all times
 - 8) Talking will be limited to answering a direct question, acting as a student coach, or identifying an unsafe condition on the range
 - 9) When picking up or recovering a firearm, immediately verify the condition of the weapon to ensure it is not loaded
 - 10) Prior to picking up anything on the ground, all handguns are to be holstered and secured, and long guns (shotguns) shouldered. Once all guns are secured, shooters are to stand by until the firing line is announced "clear" by an instructor

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- c. While on the range
 - 1) Handguns shall always be in one of three places
 - a). On the firing line aimed at the target
 - b). On the firing line in a low ready or close contact position
 - c). In the holster
 - 2) Responsible behavior shall be demonstrated on the range at all times

C. QUALIFICATION: Combat Course Bicycle Qualification

Purpose: Students will apply basic handgun and bicycle skills on the combat course

1. Students enter lane with bicycle and wearing all bicycle safety equipment
2. Students will fire the LAPD 30 round Combat Course of fire from various positions with the bicycle
3. Students will pass with a minimum score of 70% or 105 points on each target for each relay fired
4. Instructors will score the targets and record the scores on a qualification score sheet
5. Course of fire
 - a. 7 yard line – Start on bicycle in the seated guard position. When targets turn, dismount to left, unholster and engage targets. Two rounds on right body, two rounds on left body and head shot on each. In battery speed reload and repeat sequence. 12 rounds in 25 seconds. Holster and load magazines 6-5
 - b. 10 yard line – From Seated Guard position at the low ready. When targets turn, engage the targets. 2 rounds on left target in 2 seconds. 2 rounds on right target in 2 seconds. 2 rounds on left target in 2 seconds. Tactical reload and holster
 - c. 12 yard line – From the Seated Guard position holstered. When targets turn, right foot goes to the ground and the officer rises to the standing mount position, draws and fires 6 rounds in 8 seconds, 2 right, 2 left, and 2 right. When done, tactical reload and holster
 - d. 15 yard line – From the standing power pedal position. Holstered, assume the standing mount position, draw and engage the targets firing slow fire 3 rounds in 12 seconds on the target that faces. Holster upon completion of

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the phase of fire. Reset and repeat the phase of fire on the target that presents. Clear and holster when complete

6. CLOSING: Reinforce key learning points
 - a. The importance of safety when handling their handgun, whether in the field on the range or at home
 - b. Maintain their proficiency with their handgun by continuing to practice the principles of safety and marksmanship they reviewed during their training today
 - c. The importance of practicing firearms skills while wearing the bicycle equipment
 - d. Fitness level, endurance, strength, and an acute familiarization of shooting with bicycle safety equipment are integral parts of officer safety while working a bike unit
 - e. The officer should be fully aware of the importance of familiarization with shooting while wearing bicycle safety equipment
 - f. It is imperative that each student recognizes his or her own limitations

VII. POLICE CYCLING 2 (Practical / Outdoor)

(90 Min)

Instructional Goal: Provide students with the skills to utilize the balance and control necessary to use the bicycle as an effective tool for patrol

Performance Objectives: Using learning activities the students will demonstrate proficiency in balance, control, obstacle avoidance, and clearing using curb/power pedal, maximum braking, mounts and dismounts, power slide, cone formations(drills), on descending stairs

A. POLICE CYCLING

1. Introduction of instructor(s)
2. Overview block of training
 - a. Sprint starts / power pedal position
 - b. Step through dismount
 - c. Power slide
 - d. Cone formations
 - e. Columns and Commands
 - f. Brake falls

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g. Effective cycling

B. COLUMNS & COMMANDS:

1. **LECTURE:** In a large group at the training site, students will review the various commands used during the Bicycle Patrol School

a. **Column of two**, standard riding formation for groups of four or more officers

- 1) Used in both patrol and BRRT to keep the group in a manageable squad
- 2) Provides an organized appearance
- 3) The column of two is formed with a column "A" and a column "B." Column A is the left side when facing forward and column B is to the right.

b. **Column of one**, used while riding to navigate through tight areas and for BRRT formations

- 1) When forming a column of one from the column of two formation, column A will allow space between each of its riders to allow column B to integrate into column A
- 2) As column B begins to merge, column A's riders will announce "clear" when there is enough room in front of them for the rider from column B to safely merge into column A

c. **Mount up**, put on safety equipment (helmet, gloves, vest, and glasses) and prepare for the next command

d. **Rolling**, the group begins to move

e. **Slowing**

f. **Stopping**

g. **Left turn**

h. **Right turn**

2. **LEARNING ACTIVITY**

a. Instructor will lead students in columns of one and two, using the various commands

b. The instructor will continue to ride in formation until the students demonstrate proficiency

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C. BRAKE FALLS

1. **Forward Roll:** In a large group at the training site, the instructor will explain how to perform a forward roll and how it is used to prevent injury during a bicycle crash
 - a. Students will be directed to stand in a line with approximately two arms lengths separation between the students
 - b. Students will assume a one knee kneeling position with the left leg as the lead facing the instructor
 - c. The students will be directed to reach forward and down towards their left foot with their left hand, keeping their left arm slightly bent
 - d. At the direction of the instructor, the students will tuck their chin to their chest and push off with the rear leg. The students will roll forward across the arc of their left shoulder to their hips
 - e. When the students are able to complete this move, the instructor will direct them to set up for a roll on their right side and the same procedure will be followed

2. **Side Falls:** In a large group at the training site, the instructor will explain how to perform a side fall and how it is used to prevent injury during a fall
 - a. Students will be directed to stand in a line with approximately two arms lengths separation between the students
 - b. Students will assume a squatting position facing the instructor
 - c. The students will be directed to place their left arm at their side with a slight bend at the elbow and the palm facing downward
 - d. The students will kick their left leg forward in front of their body, causing them to fall to the left
 - e. As the students fall, they will attempt to land spreading the load across their entire left side and slapping their left palm onto the ground. The goal is to
 - f. spread the load across the entire left side of the body, preventing injury to any one point of contact

D. EFFECTIVE CYCLING (Practical)

Purpose: In a group activity, provide students with an opportunity to practice shifting and braking on the athletic track

1. Braking and Gearing Drills Overview

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- a. Students will practice Rear and Front Brake Combination, Maximum Effective Braking, Gearing and Spinning
- b. Instructors will observe the students and ensure each has learned the techniques
- c. Drills will continue until the instructor determines that the students have demonstrated the required proficiency
 - 1) Students can smoothly shift through the gears and find the correct gearing to maintain pace with the lead instructor
 - 2) Students can safely stop the bicycle while riding in a group formation (column of 2) without endangering the other riders around them

2. Drills

- a. Warm up (riding in a pre-designated area – typically the track)
 - 1) 2X5, hold for 2 minutes at 55 to 100 RPM
 - 2) Shift to 3X5 – 9, hold for three minutes at 55 to 100 RPM

Note: The gear ratios listed above represent a medium pace for two minutes and then increase the speed / load to a higher pace for a three minute period
- b. Gear selection
 - 1) Shifting through numerous gears at the direction of the lead instructor while maintaining a pedaling cadence of 55 to 100 RPM
 - 2) Situational gearing
 - a). Hill approach
 - (1) Student selects gear
 - (2) Instructors correct as needed
 - b). Accelerating to quickly respond to a call
 - (1) Student selects gear
 - (2) Instructors correct as needed
 - c). Stop at stop sign
 - (1) Students downshift appropriately

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(2) Instructors correct as needed

3. Maximum effective braking

a. **DEMONSTRATE:** Maximum effective braking

1) Approach

- a) Approach speed: 12-15 mph
- b) Neutral riding position; seated and weight centered
- c) Pedals level; 3 and 9 o'clock

2) Weight transfer

- a) Rider slides weight to the rear and slightly downward
- b) Behind the seat

3) Braking application

- a) Apply front and rear brakes simultaneously and aggressively
- b) Just short of causing brakes to lock up and wheels to skid
- c) If rear wheel skids, loosen grip on the front brake slightly until rear wheel stops skidding
- d) Rider maintains maximum effective braking coming to a complete stop, placing feet on the ground

b. Drills:

- 1) Students perform the technique
- 2) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
- 3) Allow time for feedback before moving to the next student

B. LEARNING ACTIVITY: Skills Demonstrations and Drills

Purpose: In large groups students will practice various bike skills

- 1. All demonstrations and drills are performed on level area free of obstacles

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2. During the demonstration of the technique instructors act in the role of the officers and of the suspect
3. Sprint starts / power pedal position
 - a. **DEMONSTRATE:** Sprint start / power pedal position
 - 1) From the seated guard position: the 2 o'clock position with the right pedal (approximately in alignment with the down tube), the right foot on the pedal and the bicycle geared in a 3 / 2
 - 2) Place both hands on the handlebars with brakes applied
 - 3) Student places weight on right pedal while simultaneously releasing brakes; this causes bike to roll forward
 - 4) The student stands and remains standing throughout the exercise while continuing to pedal and accelerate
 - 5) Shifting under load requires a momentary reduction in pedal force to allow the bicycle to smoothly engage the gears
 - 6) As speed increases the student shifts as needed to maintain a controllable pedaling cadence until they have reached a 3/9 gearing
 - b. Drills:
 - 1) Students perform the sprint start drill as demonstrated
 - 2) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
 - 3) Allow time for feedback before moving to the next student
4. Step through dismount
 - a. **DEMONSTRATE:** Step through dismount
 - 1) Approach in the Neutral Riding Position (NRP) at approximately 8 -10 mph
 - 2) Stop pedaling and coast in a straight line with left foot in 6 o'clock position
 - 3) Transfer body weight onto left foot while removing right foot from right pedal and moving the right leg up and to the rear over bike seat and bag
 - 4) While maintaining balance, bring right leg to a position between the seat tube and left leg

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- 5) While using the rear brake to control speed and with right leg between the downtube and left leg, the student steps forward in a walking motion with right foot making contact with the ground
- 6) When the right foot touches the ground, the student removes left foot from left pedal and follows through in a walk or run (dependent on speed)
- 7) As the student begins walking/running, release grip on the left side of handlebar while guiding the bike to ground using the right hand only
- 8) After completely releasing the bike, continue walking/running forward to complete the exercise

b. Drills:

- 1) Students perform the technique
- 2) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
- 3) Allow time for feedback before moving to the next student

5. Power slide

a. **DEMONSTRATE:** Power slide

- 1) Approach at approximately 12-15 mph in NRP
- 2) Ride straight towards a point approximately 6 ft. to the right of a target object (cone, instructor, etc.)
- 3) At a distance of approximately 40 ft. from the target, lower the right pedal to the 6 o'clock position, standing on the pedal; this shifts the riders weight forward
- 4) At approximately 15 ft. from the target object, the riders left foot is removed from the left pedal and left leg is extended placing the left foot approximately 8-10 inches left of the front hub
- 5) Upon passing the target object, aggressively apply rear brake only causing the rear wheel to skid
- 6) While maintaining the rear wheel skid, rider simultaneously turns the handlebars slightly to the left and shifts body weight to the left side; this causes the rear tire to slowly skid in a counter clockwise motion around the obstacle

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- 7) Use left leg for balance and as a stabilizer touching the ground and dragging left foot as needed
- 8) The bicycle comes to rest at a safe distance from target (15 ft. minimum) with student facing 180 degrees from starting direction, with bike leaning left at an approximately angle of 45 degrees
- 9) Place stopped bike onto its left side and step to the left (bringing right leg over the toptube) completing the drill

b. Drills:

- 1) Students perform the technique
- 2) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
- 3) Allow time for feedback before moving to the next student

6. Cone formations

a. Box formation (See attachment 1 {diagram for set up})

- 1) Student enters the box on the right side, completes three revolutions within the box counterclockwise, and then exits the left side to complete the exercise
- 2) After completing the above exercise, the students will also practice entering from the left side and completing three revolutions in a clockwise direction
- 3) Approach 2 – 5 mph
- 4) Gear position: 1front/3 rear
- 5) Neutral Riding Position (NRP)
- 6) Enter the box on the right side; bike positioned as far to the right as possible
- 7) Maintain constant pedaling using rear brake only to regulate speed
- 8) Turn head and shoulders left and steer left
- 9) Complete three, controlled revolutions; exit left side of box

b. Lock to lock

- 1) Enter and negotiate the cone pattern in slow and controlled fashion

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- 2) Approach 2 to 5 mph
- 3) Gear position: 1 front/3 rear
- 4) Neutral Riding Position (NRP)
- 5) Enter the cone pattern on the right side, bike positioned as far to the right as possible
- 6) Maintain constant pedaling using rear brake only to regulate speed
- 7) Negotiate multiple turns and exit left side of cone pattern

c. Drills:

- 1) Students perform the techniques
- 2) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
- 3) Allow time for feedback before moving to the next student

d. Barricade position

- 1) The instructor will explain / demonstrate the correct position for the barricade: Student is off the bicycle. Bicycle faces left. Left side of the bicycle within a controllable distance (arms-length to afford the ability to manipulate the bicycle as needed)
- 2) Instructor will direct the students to stand facing the left side of their bicycle within a controlling distance of their bicycle
- 3) This position is used in Bicycle Rapid Response Team (BRRT) operations and may be used as a barrier between an officer and a suspect

7. CLOSING: Reinforce key learning points

- a. Skills such as balance and control are an essential part of using the bicycle as an effective tool for patrol
- b. Proficiency in the above noted skills and techniques is of the utmost importance as they comprise the essence of patrol riding
- c. Safety cannot be overemphasized
- d. When braking hard be sure to use both brakes and shift your weight to the rear

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- e. Lack of technique means a lack of safety that in turn could result in an inefficient, ineffective, or injured bicycle patrol officer

VIII. ASSESMENT RIDE

(75 Min)

Instructional Goal: To allow instructors time to further assess and evaluate students' skills

A. DAY ONE RIDE

- 1. Introduction of instructor(s)
- 2. Overview block of training
 - a. Ride preparation
 - b. Ride route

B. LEARNING ACTIVITY: Day one ride

Purpose: In a group activity, instructors will assess students' bicycling skills before further instruction begins

- 1. Ride preparation
 - a. Instructor student ratio will be 1:6
 - b. All riders shall wear required safety equipment; helmets, gloves, glasses
 - c. All riders perform ABC Quick Check (II D 1)
 - d. Students are organized in a column of two formation in the parking lot
 - e. A follow vehicle with the following
 - 1) First aid kit
 - 2) Bicycle equipment and tools
 - 3) Drinking Water
 - f. Instructors act as road guards throughout the ride
 - 1) The lead instructor will lead the students throughout the ride
 - 2) A minimum of three additional instructors will handle traffic control through the duration of the ride
 - a) One to drive the follow vehicle

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b) Two to ride in front of the group and identify / secure any obstacle or threats to the class

3) Any additional instructors will be added to the lead group to help with traffic control

2. Day one ride route

- a. Start on Academy Drive (right)
- b. Academy Road (right)
- c. Stadium Way (right)
- d. Riverside Drive (left)
- e. North Figueroa Street (right)
- f. West Avenue 26 (right)
- g. Pasadena Avenue (right)
- h. North Broadway (right)
- i. Meadow Road (left)
- j. Park Row Drive East
- k. Continue on Park Row Street (right)
- l. Grand View Drive (right)
- m. Angels Point Road for 1.12 miles (left)
- n. Dirt trail leading back to Academy Road (left)
- o. Academy Road (left) into academy

3. Store and secure bicycles

END DAY ONE!

IX. BIKE MAINTENANCE (classroom)

(60 Min)

Instructional Goal: Provide students with the information necessary to perform basic maintenance and minor repair to the police bicycle. Discuss tactical considerations of making bicycle repairs in the field

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Performance Objectives: Using learning activities, group discussion, handout materials, and practical application, the students will:

- Demonstrate a basic knowledge of bicycle nomenclature and tools
- Be able to perform an A.B.C.D. Quick Check
- Through group discussion, demonstrate an understanding of proper bike cleaning and lubrication
- Understand the tactical considerations of field bicycle repairs

A. BIKE MAINTENANCE

1. Introduction of instructor(s)
2. Overview block of training
 - a. Bicycle nomenclature and inspection
 - b. Bike repair equipment and flat tires

B. LECTURE: Bicycle Nomenclature and Inspection

1. **DISTRIBUTE:** Bicycle Nomenclature handout (see handout 1)
2. Students will gather around a police bicycle
3. Instructor points out each component
4. Components
 - a. Handlebars
 - 1) Brake levers and brakes
 - 2) Shifters
 - 3) Barrel adjusters
 - b. Headset
 - c. Suspension fork
 - d. Head tube,
 - 1) Top tube
 - 2) Down tube
 - 3) Seat tube
 - 4) Chainstay

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- 5) Seat stay
 - e. Bottom bracket
 - f. Front derailleur
 - g. Crankset,
 - 1) Pedals
 - 2) Chainrings
 - h. Chain
 - i. Rear cassette
 - j. Rear derailleur
 - k. Wheels and hubs
 - l. Seatpost and seat
5. A.B.C. D. Quick Check: demonstrated / explained
- a. For officer safety purposes, a pre-ride check should be performed any time the bicycle is out of the officer's possession
 - b. This will prevent most accidents due to equipment failure or tampering with the police bicycle
 - c. A.B.C.D. Quick Check
 - 1) Air
 - a) Check air pressure and condition of tire
 - b) Look for excessive tread wear and/or sidewall damage
 - c) Visually inspect rim and spokes
 - 2) Brakes
 - a) Examine brake pads, cables, and housing
 - b) Check brake levers for proper tension
 - 3) Cranks

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- a) While bike is resting on kickstand, hold both pedals and move side to side
 - b) Look for movement of the crankset indicating bearing damage
 - c) Visually inspect chain for proper lubrication and proper chain alignment and condition
- 4) Drop test
- a) Lift the bicycle 6-10 inches off the ground keeping it as level as possible
 - b) While keeping a loose grip on the bicycle, allow it to fall onto the front and rear wheels simultaneously
 - c) This is performed several times while listening for any unusual noise, rattles, or vibrations
 - d) If any of the above listed symptoms are detected, more drops should be performed, in an attempt to narrow down the cause of the problem
 - e) Once the problem area is found, all items contained in that area are checked for looseness and/or incorrect assembly
 - f) If deficiencies are detected, which are not user repairable, the bicycle should be taken out of service and inspected by a qualified mechanic
- 5) Quick
- a) Demonstrate how to properly tension Quick Release (QR) lever and nut assembly off of the bike
 - b) Point out locations of all QR levers on the bicycle
 - (1) Front hub
 - (2) Rear hub
 - (3) Seat post if so equipped
 - c) **DEMONSTRATE:** Opening QR lever, centering front and rear hubs in the drop outs, and closing QR levers
- 6) Check

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- a) A slow ride to check that components are functioning properly
- b) Front/rear brakes
- c) Check shifters for proper functioning
- d) Lights and siren for charge and function

C. LEARNING ACTIVITY: Bike Repair Equipment and Flat Tires

Purpose: In a large group, instructors will introduce students to minor bike repair techniques and equipment

- 1. **SHOW:** The tools as they are introduced
- 2. Students pass the tools around the class
- 3. Suggested field tool kit
 - a. Folding Allen wrenches (3, 4, 5, 6 mm)
 - b. Flat and Phillips screwdrivers
 - c. Tire levers
 - d. Chain tool
 - e. 8/10 mm wrenches
 - f. Spare tubes,
 - 1) patch kits
 - 2) sizes
 - g. valve types
 - 1) Schrader valve
 - 2) Presta valve
- 4. Flat tires
 - a. Types of flat tires
 - 1) Pinch flat: Due to lack of tire pressure, tube is pinched/punctured upon impacting hard object

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- 2) Puncture: Flat cause by any sharp object
- 3) Defective valve stem: Allowing air to escape from tube
- b. Tools for flat repair/inner tube change
 - 1) Tire levers (2-3)
 - 2) Pump or CO2 Inflator
 - 3) Rag
 - 4) Tube
 - 5) Patch kit
5. Bicycle hygiene/maintenance
 - a. Results of maintaining a clean bicycle and the positive impact on the community
 - 1) Professional appearance
 - 2) Better performance
 - 3) Aids in locating damaged or worn components
 - b. Cleaning supplies
 - 1) Water
 - 2) Bike wash
 - 3) Sponge and/or brush
 - 4) Chain cleaning tool
 - 5) Degreaser
 - 6) Chain lube
 - 7) Rags and wax/polish
 - c. How to properly clean bike
 - 1) Clean chain using a chain cleaning tool or brush and degreaser
 - 2) Clean rear derailleur, cassette and chainrings with a brush and degreaser

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- 3) Do not get degreaser in bottom bracket, headset, or rear hub bearings
- 4) Clean the remainder of the bike using bike wash or similar product
- 5) Dry with towels and air pressure if a compressor is available
- 6) Lube chain and pivot points on derailleurs
- 7) If using a water hose or compressor, caution should be taken not to shoot water or air directly into bearing assemblies
- 8) Contamination of brake pad and rotor surfaces **must** be avoided

D. CLOSING: Reinforce key learning points

1. The A.B.C.D. Quick Check should be performed at the beginning of an officer's shift and any time the bicycle is left unattended for extended periods
2. Bicycle cleaning, upkeep, and regular maintenance are essential parts of bicycle patrol
3. Outside of the A.B.C.D. Quick Check and flat tire repair, bicycle maintenance deficiencies shall be referred to a qualified mechanic for repair or replacement
4. Officer safety must not be compromised during bicycle field repair situations

X. GRIFFITH PARK RIDE

(60 Min)

Instructional Goal: To allow the students to warm up prior to further instruction

Performance Objectives: Using learning activities students will ride a predetermined course, execute various riding formation, identify, and avoid obstacles/hazards in a group setting

A. GRIFFITH PARK RIDE

1. Introduction of instructor(s)
2. Overview day two's blocks of training
 - a. Ride preparation
 - b. Griffith Park ride

B. LEARNING ACTIVITY: Griffith Park Ride

Purpose: In large groups instructors will provide students with time to practice various skills

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1. Ride preparation
 - a. Instructor student ratio will be 1:6
 - b. All riders shall wear required safety equipment; helmets, gloves, glasses
 - c. All riders perform ABC Quick Check
 - d. Students are organized in a column of two formation in the parking lot
 - e. A follow vehicle with the following
 - 1) First aid kit
 - 2) Bicycle equipment and tools
 - 3) Drinking Water
 - f. Instructors act as road guards leading the group to the staging area for the ride
 - 1) The lead instructor will lead the students throughout the ride
 - 2) A minimum of three additional instructors will handle traffic control thought the duration of the ride
 - a) One to drive the follow vehicle
 - b) Two to ride in front of the group and identify / secure any obstacle or threats to the class
 - 3) Any additional instructors will be added to the lead group to help with traffic control
2. Griffith Park ride route:
 - a. Start on Academy Drive (right)
 - b. Academy Road (right)
 - c. Stadium Way (left)
 - d. Riverside Drive
 - e. Riverside Drive becomes Crystal Springs Drive entering Griffith Park
 - f. Ranger Station Parking Lot (right)
3. CLOSING: Reinforce key learning points

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- a. It is important to warm up thoroughly
- b. It is important to become comfortable and proficient at riding a bike in traffic, vehicular or pedestrian

XI POLICE CYCLING SKILLS 3(Griffith Park / Outdoor activity)

(120 Min)

A. Curb ascending

1. **DEMONSTRATE:** Ascending curbs

a. Approach

- 1) Approach curb, 2 to 5 mph
- 2) Gear position: 1 front/3 rear
- 3) Weight: centered over bike with rider in seated position

b. Power pedal

- 1) 10 feet from curb, rider assumes the power pedal position
- 2) Strong side pedal forward in 2 o'clock position, coasting
- 3) At approximately 2 feet from curb, rider aggressively pushes strong side pedal down while simultaneously shifting weight rearward and lifting front end slightly
- 4) Once the front wheel clears the curb, the rider shifts weight forward and continues pedaling. This de-weights the rear wheel, allowing the rear wheel to roll up and over the curb
- 5) Rider continues pedaling, completing this skill

2. Drills:

- a. As a precautionary measure, instructors and students act as a human safety net as they line up on both sides of the rider throughout the duration of the drill. In case of a fall or crash, the rider will be caught by those lined-up on either side of the drill
- b. Students perform the technique
- c. Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
- d. Allow time for feedback before moving to the next student

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B. Step through dismount

1. **DEMONSTRATE:** Step through dismount

- a. Approach in NRP at approximately 8 -10 mph
- b. Stop pedaling and coast in a straight line with left foot in 6 o'clock position
- c. Transfer body weight onto left foot while removing right foot from right pedal and moving leg up and to the rear over bike seat and bag
- d. While maintaining balance, bring right leg to a position between the seat tube and left leg
- e. While using the rear brake to control speed and with right leg between the downtube and left leg, the student steps forward in a walking motion with right foot making contact with the ground
- f. When the right foot touches the ground, the student removes left foot from left pedal and follows through in a walk or run (dependent on speed)
- g. As the student begins walking/running, release grip on the left side of handlebar while guiding the bike to ground using the right hand only
- h. After completely releasing the bike, continue walking/running forward to complete the exercise

2. Drills:

- a. Students perform the technique
- b. Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
- c. Allow time for feedback before moving to the next student

C. Power slide

1. **DEMONSTRATE:** Power slide

- a. Approach at approximately 12-15 mph in NRP
- b. Ride straight to a point approximately 6 ft. to the right of a target object (cone, instructor, etc.)
- c. At a distance of approximately 40 ft. from the target, lower the right pedal to the 6 o'clock position, standing on the pedal; this shifts the rider's weight forward

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- d. At approximately 15 ft. from the target object, the rider's left foot is removed from the left pedal and left leg is extended placing the left foot approximately 8-10 inches left of the front hub
- e. Upon passing the target object, aggressively apply rear brake only causing the rear wheel to skid
- f. While maintaining the rear wheel skid, rider simultaneously turns the handlebars slightly to the left and shifts body weight to the left side; this causes the rear tire to slowly skid in a counter clockwise motion around the obstacle
- g. Use left leg for balance and as a stabilizer touching the ground and dragging left foot as needed
- h. The bicycle comes to rest at a safe distance from target (15 ft. minimum) with student's facing 180 degrees from starting direction, with bike leaning left at an approximately angle of 45 degrees
- i. Place stopped bike onto its left side and step to the left (bringing right leg over the toptube) completing the drill

2. Drills:

- a. Students perform the technique
- b. Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
- c. Allow time for feedback before moving to the next student

D. Cone formations

1. Box formation (See attached diagram for set up)

- a. Student enters the box on the right side, completes three revolutions within the box, and then exits the left side to complete the exercise
- b. Approach 2 – 5 mph
- c. Gear position: 1front/3 rear
- d. NRP
- e. Enter the box on the right side; bike positioned as far to the right as possible
- f. Maintain constant pedaling using rear brake only to regulate speed
- g. Turn head and shoulders left and steer left

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h. Complete three, controlled revolutions; exit left side of box

2. Lock to lock

a. Enter and negotiate the cone pattern in slow and controlled fashion

b. Approach 2 to 5 mph

c. Gear position: 1 front/3 rear

d. Neutral Riding Position (NRP)

e. Enter the cone pattern on the right side, bike positioned as far to the right as possible

f. Maintain constant pedaling using rear brake only to regulate speed

g. Negotiate multiple turns and exit left side of cone pattern

3. Drills:

a. Students perform the techniques

b. Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique

c. Allow time for feedback before moving to the next student

4. CLOSING: Reinforce key learning points

a. Skills such as balance and control are an essential part of using the bicycle as an effective tool for patrol

b. Proficiency in the above noted skills and techniques is of the utmost importance as they comprise the essence of patrol riding

E. Barricade stop

1. This technique is used to contain and control a suspect as well as providing a barrier to prevent pedestrians from walking through an active investigation

2. **DEMONSTRATE:** Barricade stop

a. Instructor/suspect is positioned near a wall/side of building

b. Officer 1 (contact officer) communicates to student 2 (cover officer) the location of suspect and that the barricade stop be utilized

c. Officers approach to approximately 15 ft. from suspect, dismount forming an L configuration separating the officers by 15 to 20 ft

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- d. Contact officer should identify themselves as Los Angeles Police Officers and advise the suspect as to the reason for the contact. The contact officer then issues verbal directions to the suspect, directing the suspect to
 - a. Place his hands on his head
 - b. Turn and face the wall
 - c. Step toward the wall and
 - d. Spread feet
 - e. And not to move
- e. Once the suspect is under control, the contact officer with his helmet unsnapped rolls the bike toward the wall while maintaining visual contact of the suspect. The contact officer parks the bicycle with the kickstand down and the front wheel against the wall. This establishes a boundary approximately 5 to 7 ft. to the suspect's left
- f. Contact officer then stands to the rear of his bike to the suspect's left. Contact officer stands with his body bladed (field investigation stance) so he can see the suspect while maintaining sight of the partner officer through their peripheral vision. Contact officer signals to cover to move into position
- g. Cover officer with helmet unsnapped rolls bike toward the wall. At approximately 5 to 7 ft. from the wall cover officer performs the bike spin technique. Cover officer places right hand under the seat while firmly applying the front brake. Once the front wheel is locked the rear end is lifted and turned so that it is now facing forward towards the wall, placing the bike in-between the officer and the suspect
- h. The cover officer then rolls the bike to the wall placing the rear tire against the wall maintaining eye contact with the suspect approximately 5 to 7 ft. Cover officer deploys the kickstand and releases the bike before moving to the rear of the front tire
- i. The suspect will be instructed to back up towards the officers. Standard LAPD contact and cover tactics will be utilized, with the understanding that an officer should not position themselves between the suspect and a bike

F. Stair descent

- 1. **DEMONSTRATE:** Stair descent
 - a. Course: Staircase, two sets (ten steps minimum) with an approximate 5 ft. landing in between
 - b. Student approach

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- 1) Speed: approximately 5 mph, regulating speed with rear brake only
 - 2) Level pedals (3 & 9 o'clock position)
 - 3) Shift weight rearward and downward behind the seat
 - 4) Maintain a slight bend in the elbows
- c. Student rolls over lip of top step, keeping front wheel straight with elbows bent for shock absorption
 - d. Students should regulate speed with rear brake as necessary to control descent
 - e. Students should avoid fixating on individual steps, but instead focus on the completion of the obstacle

2. Drills

- a. Students perform the techniques with instructors in the suspect role
- b. Instructors will observe outside of the drill and evaluate students
- c. Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
- d. Allow time for feedback before moving to the next student

G. Bike carry

1. **DEMONSTRATE:** Bike carry

- a. Course: Staircase, two sets (ten step minimum) with a 5 ft. landing in between
- b. Student stage at bottom of stairs, dismounted to the left of the bike
- c. Student places left hand on left grip, reaches over top tube and down grasping the lower downtube (near bottom bracket)
- d. Using legs (not lower back), student raises bike and hooks the nose of the saddle on right shoulder; the weight of the bike is now primarily supported by the shoulder, using the arms for stabilization only
- e. Student then walks up the stairs to complete the exercise

2. Drills

- a. Students perform the techniques with instructors in the suspect role

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- b. Instructors will observe outside of the drill and evaluate students
- c. Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
- d. Allow time for feedback before moving to the next student

H. Introduction to Bicycle Rapid Response Training (BRRT) concepts

1. Columns

- a. Utilized to move personnel
- b. Instructor will lead students in columns of one and two
- c. The instructor will continue to ride in formation until students demonstrate proficiency
- d. Instructors will evaluate each student's ability to negotiate riding in various columns of one and two

2. Skirmish Lines; utilized as a blocking force or to facilitate the movement of the crowd

a. Rolling Skirmish Line

- 1) Instructors will demonstrate proper commands and technique for the rolling skirmish line from various column formations
- 2) From a column of two, the Instructor will give the command, "Rolling Skirmish Line" (Each column will be designated A or B by the instructor)
- 3) The students will echo the command, "Rolling Skirmish Line"
- 4) On the Instructor's command of "Move", the students will echo the command of "Move", column A and B, lead riders will maintain their speed and continue riding in a straight line
- 5) Column B, riders will fan to the right starting with the rider directly behind the column B lead rider
- 6) They will continue to fan out until they form the right side of the skirmish line, all riders will dress to the center
- 7) Simultaneously, column A, riders will fan to the left starting with the rider directly behind the column A, lead rider

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- 8) They will continue to fan out until they form the left side of the skirmish line, all riders will dress to the center
- 9) The rolling skirmish line can be used to approach a crowd where crowd control is expected. The rolling skirmish line can also be used to move a crowd that is cooperative
- 10) Students will be advised that generally they should maintain a distance of seven yards or greater between themselves and the crowd in this formation
- 11) Students will be commanded to move into a rolling skirmish line and back into column formations
- 12) Instructors will evaluate the rolling skirmish line and ensure that all officers stay on line and guide to the center
- 13) Instructors are to announce the proper commands. The siren and lights are discretionary

b. Walking Skirmish Line

- 1) Instructors will demonstrate proper commands and technique for the walking skirmish line
- 2) The instructor will give the command, "Walking Skirmish Line"
- 3) The students will echo the command, "Walking Skirmish Line", from the position of advantage
- 4) The students will approach their bicycles on the left side, placing their left hand on the left handlebar grip and their right hand on the seat
- 5) On the instructor's command of "Move", the students will echo the command of "Move" before beginning a forward movement, walking with the bicycle
- 6) From a rolling skirmish line, students will dismount the bicycle and walk the bicycle with their left hand on the left handle bar and the other on the seat

c. Stationary Skirmish Line

- 1.) Instructors will demonstrate proper commands and technique for the stationary skirmish line
- 2.) From a column of two or on of the above moving skirmish lines, the students will dismount the bicycle and ground it to the kickstand.

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The students will then step back into the position of advantage at the left rear of the bicycle

- 3) The instructor will give the command, "Skirmish Line"
- 4) The students will echo the command, "Skirmish Line"
- 5) On the instructor's command of "Move", the students will echo the command of "Move" before forming into a Stationary Skirmish Line
- 6) The skirmish line can be formed in the bikes front, bikes up, bikes down, or barricade format as deemed necessary by the Squad Leader

3. Blocking Force

- a. Utilized to facilitate and control the direction/movement of the Crowd (position of the officers is determined by the demeanor of the crowd)
- b. Stationary skirmish line (officers standing beside their bicycles or to the rear of their bicycles in the position of advantage). In this position, the officer has the ability to step towards the crowd on foot with or without the bicycle
- c. Barricade position (officers are facing the crowd with their bicycle's wheel to wheel in front of them. The bicycles are in the upright or down position forming a wall like barrier between the officers and the crowd)
- d. Instructors will demonstrate proper commands and techniques for the Blocking Force
- e. Students will perform the maneuver.

4. Roll-out Center, Right, and Left

- a. Instructors will demonstrate proper commands and technique for Roll-out Right, Left and Center
- b. Students will learn how to ride into various formations utilizing the Roll-out technique
 - 1) Roll Out Center
 - a) Roll Out Center quickly collapses the team from a rolling skirmish line to a column of two
 - b) The instructor will give the command, "Roll Out Center"
 - c) The students will echo the command, "Roll Out Center"

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- d) On the instructor's command of "Move", the students will echo the command of "Move", the two center students will speed up slightly allowing room for the remainder of the line to fall in behind them
- e) Every student follows the path of the student in front of them
- f) The squad ends up in a column of two formation

2) Roll Out Right or Left

- a) From a stationary skirmish line, the instructor will give the command, "Roll Out Left (or Right)"
- b) The students will echo the command, "Roll Out Left (or Right)"
- c) The students will approach their bicycles, placing their left hand on the left handlebar grip and their right hand on the seat. The students will turn the bikes in the desired direction and mount to a power pedal position
- d) On the Squad Leader command of "Move", the students will echo the command of "Move", the students will roll out in a column of one in the appropriate direction

5. Bike Barricade

- a. The Instructor will give the command, "Bike Barricade"
- b. The students echo the command, "Bike Barricade"
- c. The students will approach their bicycles, placing their left hand on the left handlebar grip and their right hand on the seat
- d. On the instructor's command of "Move", the students will echo the command of "Move" while turning their bicycles to the left in a skirmish line with the front tire of each bike slightly overlapping the rear tire of the bike to its left, forming an interlocking barricade. This can be formed in either a bikes up or down position
- e. Students will be off their bicycles with the barricade formed between themselves and the crowd. Students will be standing in the ready position

6. Bikes Down

- a. From the Bike Barricade position, the Squad Leader will give the command, "Bikes Down"
- b. The students echo the command, "Bikes Down"

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- c. On the Squad Leader's command of "Move", the students will echo the command of "Move." The students will approach their bicycles, placing their left hand on the left handlebar grip and their right hand on the seat
- d. The students will raise their kickstand (with their right foot) before taking a step to the rear (with the right leg)
- e. In a balanced athletic position (head level over your shoulders, shoulders over your hips, hips centered between your feet), the squad members place their bikes down on their left side before stepping back and drawing their baton to the Power Stroke position (for drill purposes only, students are advised that the supervisor in charge will determine the squads need to display an aggressive stance and to what degree)

7. Bikes Up

- a. From the bikes down position, the Squad Leader will give the command, "Bikes Up"
- b. The students echo the command, "Bikes Up", while ringing their batons
- c. On the Squad leader's command of "Move", the students will echo the command of "Move" while approaching their bicycles and from an athletic squatting position the officer will place their left hand on the left handlebar and right hand on the seat
- d. The officers, using their legs, will raise the bicycles back into an upright position, placing them on their kickstand and recover to a Field Interview / Ready Position

8. Application: Bikes Up / Bikes Down- Self Defense Techniques

- a. Utilized when an officer needs to down the bicycle as a barrier between themselves and the suspect or threat
- b. Instructors will demonstrate the appropriate way to position the bicycle on the ground as well as the safest way to recover the bicycle from the ground
- c. Students will be taught the pros and cons of both up and down positions
 - 1) Up position
 - a) Pros
 - (1) The bike is a physical barrier between the suspect and the officer
 - (2) The bike acts as a psychological barrier between the suspect and the officer

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b) Cons

- (1) The bike can be easy for a suspect to grab
- (2) Easy for a suspect to push, kick, and throw at the officer

2) Down position

a) Pros

- (1) The bike is a physical barrier between the suspect and the officer
- (2) The bike can be harder for the suspect to push, kick, and throw at the officer

b) Cons

- (1) The time it takes to manipulate the bike toward you in the down position
- (2) The time it takes to recover the bike when the suspect is in close proximity

- d. The students will face a crowd member (Instructor Role Players)
- e. The crowd members (Instructor role players) will approach the students with kicking shields
- f. ⁵Students will use an appropriate self-defense technique to strike the kicking shield while maintaining proper balance and avoiding entanglement with the bicycle

6. CLOSING: Reinforce key learning points

- c. Skills such as balance and control are an essential part of using the bicycle as an effective tool for patrol
- d. Proficiency in the above noted skills and techniques is of the utmost importance as they comprise the essence of patrol riding
- e. Students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy, and tactical planning.

XII. GRIFFITH PARK TO ELYSIAN PARK

(90 Min)

⁵ Students will utilize Self Defense Techniques taught in the Basic Course Intensive 1850-00100 ,RBC V-3 Combative Defensive skills- Event 13 session #10 , Strikes session # 5, Kicks, Session #13

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Performance Objectives: Using learning activities the students will ride a predetermined course, execute riding formations, identify, and avoid obstacles/hazards in a group setting

Purpose: In a large group, students will have time to practice the various skills they have learned

A. RIDE

1. Ride preparation

- a. Instructor student ratio will be 1:6
- b. All riders shall wear required safety equipment; helmets, gloves, glasses
- c. All riders perform ABC Quick Check
- d. Students are organized in a column of two formation
- e. A follow vehicle with the following
 - 1) First aid kit
 - 2) Bicycle equipment and tools
 - 3) Drinking Water
- f. Instructors act as road guards leading the group to the staging area for the ride
 - 1) The lead instructor will lead the students throughout the ride
 - 2) A minimum of three additional instructors will handle traffic control through the duration of the ride
 - a) One to drive the follow vehicle
 - b) Two to ride in front of the group and identify / secure any obstacle or threats to the class
 - 3) Any additional instructors will be added to the lead group to help with traffic control

3. Ride route:

- a. Start Griffith Park Ranger Station (left)
- b. Crystal Springs Drive (left)
- c. Los Feliz (right)

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- d. Revere Avenue (left)
- e. Dover Street (left)
- f. Seneca Avenue (left)
- g. Los Feliz (left)
- h. Riverside Drive (right)
- i. Stadium Way (left)
- j. Academy Road (left)
- k. Academy Dr (end of ride)

B. CLOSING: Reinforce key learning points

- 1. It is important to be able to control the bicycle in all types of physical environments
- 2. It is important to become comfortable and proficient at riding a bike in traffic, vehicular, or pedestrian

XIII. BIKE POSITIONING AND TACTICS

(90 Min)

Instructional Goal: Demonstrate to students how to use the bicycle to their advantage

Performance Objectives: Using learning activities, students will be able to demonstrate bicycle positions that will help to control aggressive suspects

A. Bike walk

- 1. Students will be directed to stand next to the left side of their bicycle
- 2. The instructor will explain why we walk on the left side of the bicycle
 - a. Uniform appearance
 - c. Keeps body away from gears and other portions of the bicycle that may cause injury
 - d. To have access to the kickstand (located on the left side of the bicycle)
- 3. Students will be directed to place their left hand on the left handle bar and their right hand on the front portion of the seat

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4. The students will be directed to walk with their bicycles while the instructor ensures that the students maintain proper control of the bicycle
5. This position keeps a right-handed student's right hand in close proximity to the student's firearm and allows for the student to rapidly transition to weapon retention
6. The instructor will explain the disadvantage of walking the bicycle with both hands on the handle bars
 - a. Right hand not near the officer's waist / weapon
 - b. Bicycle is too close to the officer's body to properly manipulate when both hands are on the handle bars

B. Barricade Position

1. Students will be directed to stand next to the left side of their bicycle
2. The instructor will explain the Barricade Position and its uses
 - a. This position requires that the student remains on the left side and within arms-length of the bicycle to maintain proper control
 - b. From this position the bicycle acts as a barrier between the student and an aggressive suspect
 - c. This position allows the student to put the bicycle in a bike down position if the suspect becomes more aggressive, providing a better barrier / obstacle, allowing time to transition to defensive weapons
3. Students will ensure that they can reach the seat and manipulate the kickstand without having to move towards the bicycle
4. The instructor will check that students are standing the correct distance from the bicycle

C. Baton Draw

1. Instructor will review proper baton Cross Draw technique as taught in the Regular Basic Course (RBC) Version 3 Session No. 2 (I.A.2.) lesson plan
 - a. With the support hand, grasp the long portion of the baton tilting the short end forward and towards the primary side
 - b. Begin sliding the baton forward in the ring while simultaneously reaching across the chest with the primary hand
 - c. Grasp the Yawara handle pulling the baton free of the baton ring
2. Students will be directed to draw their batons as shown

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D. Bike Up / Down

1. Students will be directed to stand in the Bike Barricade position
2. The instructor will demonstrate how to properly place the bicycle down and pick it up from the Barricade Position
3. The students will reach forward, placing the left hand on the left handle bar and right hand on the seat of the bicycle
4. The students will raise their kickstands (with their right foot) before taking a step to the rear (with the right leg)
5. In a balanced athletic position (head level over shoulders, shoulders over hips, hips centered between feet), the students will place their bikes down on the left side before stepping back and drawing their baton to the Power Stroke position
6. Students will then be directed to ring their batons and approach the bicycle. While maintaining an athletic position, the students will pick the bicycle up with their left hand on the handle bar and the right hand on the seat
7. Instructors will ensure that the students are not bending at the waist to pick up the bicycles but rather using their legs, using the balanced athletic stance, and maintaining sight of any threat that might be present

E. Tactical Bike Manipulations

1. During this exercise, instructors will play the role of an aggressive suspect
2. Students will be directed to stand in the Position of Advantage next to the bicycle and employ all of the Bike Positioning tactics as needed to respond to the suspect's movements
3. Suspects will remain on the opposite side of the bicycle from the officer, moving towards the front or rear of the bicycle to force the student to employ proper techniques as directed by the lead instructor
4. The purpose of these drills is to combine all of the Bike Positioning techniques into practical application as it relates to a suspect

XIV. TWO OFFICER PEDESTRIAN STOP SCENARIO

(60 Min) (117e)

A. Two Officer Pedestrian Stop Scenario

1. Instructors will secure the training site, ensuring that "LAPD Training in Session" signs have been placed at all access points to the training site

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2. Students will be advised that they are paired up as partners and are responding to a very low level crime in the park, such as a drinker. Upon approach the students will observe the suspect with a clear violation and engage the suspect in both a verbal conversation and with proper bike tactics as demonstrated earlier in the day
3. Prior to starting the scenario, the students will be asked to state their goal and plan of action
4. The role player will be instructed to comply with reasonable and professionally communicated directions from the students but to become verbally resistive whenever the students are unprofessional, overly aggressive, in a poor tactical position, or not actively working as a team
5. The students will be given a brief amount of time to correct the situation before a proctor will intervene, stopping the scenario, and asking the students what can be done to accomplish their stated goal, what if any changes they would like to make to their plan of action and how they can de-escalate the current situation
6. The students will be directed to continue the scenario with the proctor intervening when it is clear that de-escalation can be achieved through a different action on the part of the students
7. A debrief of critical issues pertaining to each student will be conducted immediately following the scenario as needed
8. An overall group debrief of the scenario will be conducted in the classroom immediately following the scenario

B. Less Lethal Options for Bikes

1. Upon completion of the scenario an instructor will address the following less lethal force options with the entire group
2. Use of OC
 - a. The instructor will discuss with the student, OC as an option during the scenario
 - b. The instructor will discuss the proper deployment of OC
 - 1) Range 3 -12 feet
 - 2) 2 one second bursts
 - 3) Aimed at the face
 - 4) Used to gain control or resist attack
 - c. The instructor will address the need to report the deployment to a supervisor

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3. Use of Taser

- a. The instructor will discuss with the student, the Taser as an option during the scenario
- b. The instructor will discuss the proper deployment of the Taser
 - 1) Suspect unsafe to approach
 - 2) Ideal range 7 – 15 feet
 - 3) Verbal warning when feasible
 - 4) Target area, abdomen
- c. The instructor will address the need to report the deployment to a supervisor

4. Beanbag Shotgun

- a. Generally, should not be carried by bike officers
- b. The beanbag shotgun presents risks both during a fall and as an unsecured weapon while riding

5. Conclusion

- a. Less lethal force is an option that bike officer should consider when dealing with a hostile suspect
- b. Generally, the beanbag shotgun is not a feasible option for bike officers as there is no safe way to carry/secure the weapon

END DAY TWO!

XV.DE-ESCALATION AND THREAT ASSESSMENT (Lecture)

(120 Min)

Instructional Goal: At the completion of this lecture students will understand the importance of threat assessment and how it affects their ability to de-escalate an incident.

Performance Objectives: Through facilitated discussion, the students will:

- Show an understanding of early threat recognition and its importance
- Understand how threat assessment directly affects the ability to de-escalate
- Understand response to a threat vs. responding to the attack

A. Mental aspect

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1. Goal
 - a. Officer safety
 - 1) At the scene
 - 2) After the incident
 - 3) Family
 - b. Intent
 - c. Pre-planning
 - d. Contempt of officer
2. Assessment (the action or an instance of making a judgment about something)
 - a. What does the officer see
 - b. Bias / Preconceived notions
 - c. Direction encounter is going
3. Recognition (the identification of a thing or person from previous encounters / knowledge)
 - a. What is seen or heard
 - 1) Verbal communication
 - a) Threats
 - b) Stating intent
 - 2) Nonverbal communication
 - a) Fighting stance
 - b) Evasive / threatening movements
 - c) Balled fists
 - d) Intense eye contact
 - e) Failure to follow commands
 - 3) Passive resistance
 - a) Refuses to Id but shows no intent to leave

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- b) Gives ID but acts agitated (loud, profanity, gestures, etc)
 - c) Questions authority but complies
 - 4. Threat (expression of intent to inflict evil, injury, or damage)
 - a. Physical
 - b. Weapons
 - c. Proximity to a weapon
 - d. Capacity to carry out the threat
 - 1) Age
 - 2) Size
 - 3) Perceived ability
- B. Case study or video of two current police use of force events. Facilitated discussion of both events related to mind set of the involved parties and how it affected the outcome of the incidents
- C. Physical aspect
 - 1. Control of the incident
 - a. Goal
 - 1) Understanding what we are attempting to accomplish
 - 2) Forming a plan to accomplish the goal
 - b. Control of self
 - 1) Three C's
 - 2) Understanding we are the determinative force
 - a) To have self-control we need to be confident in our ability to determine the outcome of a given incident
 - b) LAPD tactics generally assumes there are two officers present at a given event and that both are fully trained and competent at their job

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- c) A failure of either officer to meet the standard may directly affect the ability to determine the final outcome of the incident

c. Control of suspect

1) Physical

- a) Weaponless defense
- b) Impact device / OC
- c) Less lethal
- d) Deadly force

2) Non-physical

a) Command presence

- (1) Verbal communication
- (2) Nonverbal communication
- (3) Adaptability

b) Tactics

(1) Safety

- (a) Officer
- (b) Community
- (c) Suspect

(2) Effects on the suspect

c) Time

- (1) Controlling the timing of the engagement
- (2) Time allows for the arrival of additional resources
- (3) Tactical considerations such as redeployment
- (4) Opportunity to attempt de-escalation of the incident
- (5) Better understanding of the situation and the intent of the individual

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2. Threat assessment (Identity, assess, manage)
 - a. Recognizing the threat prior to the attack
 - b. Addressing the threat prior to the attack
 - 1) Communication
 - 2) Tactics
 - 3) Ability
 - a) Martial arts skill (baton, strikes, joint locks)
 - b) Less lethal weapons
 - c) Lethal weapons
 - c. Decision
 - 1) Escalation
 - 2) De-escalation
 - 3) Continued assessment
 - 4) Willingness to change approach or tactics to achieve a goal

D. Conclusion: Reinforce key learning points

1. While de-escalation is not always possible, it should be a consideration as a means to preservation of life and reasonable action
2. De-escalation may not always succeed in calming a situation but may prevent further escalation
3. Recognition, understanding the capabilities of the threat, and response to the threat vs. waiting (prior to) for the attack allows for better critical decisions
4. De-escalation and threat assessment are continuous throughout any event

XVI. BICYCLE DEFENSIVE TACTICS (Part 1) (outside activity)

(90 Min)

Instructional Goal: At the completion of this course the new Bicycle Patrol Officer will be able to perform basic bicycle defensive tactics.

Performance Objectives: Using learning activities the students will:

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- Understand the purpose of bikes up and bikes down
- Tactically place the bike up and down
- Demonstrate how to place the bike down while being attacked by an aggressive and combative suspect
- Demonstrate where to tactically position themselves when bikes are in the up and downed position
- Identify the three combative ranges and select the appropriate self-defense alternatives
- Be able to demonstrate basic bicycle defensive techniques

A. BICYCLE DEFENSIVE TACTICS

1. Introduction of instructor(s)
 - a. Name, assignment
 - b. Experience
2. Overview block of training
 - a. Bike down/bike up
 - b. Bike as a barrier against an aggressive suspect
 - c. Tactical positioning of the bike
 - d. Self Defense

B. LEARNING ACTIVITY: Defensive Tactics

Note: No live weapons shall be used during this block of instruction

Purpose: In a large group, instructors will demonstrate defensive tactics and allow the students time to master the techniques taught

1. All demonstrations and drills are performed on a level area free of obstacles in Elysian Park
2. Instructors will play the part of both student and suspect during demonstrations
3. Students will perform drills for the techniques listed below
 - a. Students perform the techniques with half of the class acting in the suspect role
 - b. Instructors will observe the drills and evaluate students
 - c. Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique
4. Bike down/Bike up

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- a. **DEMONSTRATE:** Bike down/Bike up
- 1) Bike down
 - a) While keeping eyes on the suspect the instructors will stand on the left side of the bicycle, holding the bike with the left hand on the left side of the handlebar and their right hand holding the seat
 - b) The instructor will be faced towards the bicycle with their gun leg back. The instructor will take a step back with their gun leg
 - c) The instructor will then lower the bike by squatting in a balanced athletic position with their back straight and head up until the bike is lowered to the ground
 - d) The instructor will then recover to the standing position with the gun leg back and be prepared to respond appropriately
 - 2) Bike up
 - a) While keeping eyes on the suspect the instructor will step to the bike with their non-gun leg forward
 - b) The instructor will squat in the balanced athletic position his/her back straight and head up, to see any threat, until they locate the handlebar with their left hand and the seat with their right hand
 - c) The instructor will then recover to the standing position with the gun leg back and be prepared to respond appropriately
 - d) The instructor will appropriately move relative to the bicycle such that the bicycle is maintained as a barrier between the instructor and the suspect

Note: Officers should stand bikes up only when it is safe to do so
- b. Drills
- 1) Students perform the techniques with other students assuming the suspect role
 - 2) Students will correctly position themselves to maintain the bicycle as a barrier
 - 3) Instructors will observe the drill and evaluate students

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- 4) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the techniques
5. Using the bike as a barrier against an aggressive suspect
 - a. **DEMONSTRATE:** Using the bike as a barrier against an aggressive suspect
 - 1) Reacting to an aggressive suspect
 - a) The instructor will walk the bike with their left hand on the handle bar and their right hand holding the seat
 - b) The instructor will be approached by another instructor acting as an aggressive suspect
 - c) The instructor will pivot on the balls of their feet while lifting the bike and placing it in the standing position between themselves and the suspect instructor
 - d) The instructor stands holding the bike at the handle bar and seat
 - e) The instructor places bike down utilizing the bike down technique
 - f) The instructor will move relative to the bicycle and the suspect, keeping the bicycle as a barrier between the instructor and the suspect
 - 2) Bike down technique with an aggressive suspect in close proximity
 - a) The instructor stands with their gun leg back, left hand on the handle bar and the right hand at the seat
 - b) When faced with an aggressive suspect in close proximity the instructor will use the bike down technique to lower the bike to the ground in front of them, creating a barrier between themselves and the suspect
 - c) The instructor will then recover to the standing position with the gun leg back and be prepared to respond appropriately
 - 3) Bike forward technique to gain time and distance to respond appropriately to an aggressive suspect
 - a) The instructor will stand with their left hand holding the handle bar and their right hand at the seat with their gun leg back

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- b) The instructor is faced with a suspect who is making aggressive movements towards the instructor
- c) The instructor will quickly push the bike away from themselves to the ground to gain space from the suspect's attack and get clear from the bike
- d) The instructor will then recover to the standing position in a balanced athletic stance and be prepared to respond appropriately

NOTE: Use this technique when there is a threat that the suspect will reach the officer before they are able to clear themselves from the suspect and the bike to a suitable distance to effectively respond to the attack.

b. Drills

- 1) Students will perform the techniques with half the students acting as suspects and the other half as the officer
- 2) The suspect will use a kicking shield thus allowing the officer students to perform an appropriate self-defense technique as directed by the instructor
 - a) Kicks
 - b) Baton strikes
 - c) Hand and elbow strikes
- 3) Suspect will move towards the front or rear of the bicycle to force the office student to adjust their position
- 4) Instructors will observe the drill and evaluate the students
 - a) Control of the bicycle
 - b) Maintaining bicycle as a barrier
 - c) Balanced strikes (avoiding entanglement with the bicycle)
- 5) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the techniques

XVII. BICYCLE TACTICS SCENARIOS

(90 Min)(117e)

A. Simunition Safety Briefing / Guidelines

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1. NO LIVE WEAPONS IN THE TRAINING AREA. Only Simunition (blue) weapons will be utilized during training
2. Instructor to student ratio for force on force training is 1 to 5
3. There must be a Safety Officer who is Handgun Instructor Training School (H.I.T.S.) certified. That Officer is not included in the 1 to 5 ratio
4. Mandatory Equipment
 - a. Simunition helmet
 - b. Ballistic Vest
 - c. Throat protection
 - d. Gloves
5. Optional Equipment
 - a. Long sleeves or sweatshirts
 - b. Long pants
 - c. Groin protection
6. Simunition weapons, helmet, throat protection and gloves shall be issued and collected by Bicycle Coordination Unit (BCU) personnel only
7. FX weapons and magazines shall be loaded with a maximum of five rounds per magazine
 - a. Allows students to reload weapons in a stressful environment
 - b. Causes students to slow down and utilize their sights
8. All equipment shall be inspected for defects prior to training. Any defects noted shall be communicated to Bicycle Coordination Unit personnel
9. Only ammunition marked "Simunition FX Marking Round" shall be used
10. Firing simunition at one another within five feet is prohibited
 - a. No firing of simunition at the back of the head
 - b. Firing at the helmet should be avoided
11. During a training scenario, no protective gear should be removed (i.e. cleaning face shield by removing helmet)

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12. Students and personnel not directly involved in the training shall wear appropriate eye protection
13. Students observing the scenario shall not become involved in the scenario unless directed to do so by Bicycle Coordination Unit personnel
14. Students will not chamber a simunition round into the simunition weapon until directed to do so by Bicycle Coordination Unit personnel
15. At the conclusion of training, all weapons will be cleared and inspected by Bicycle Coordination Unit personnel
16. All weapons, equipment and location used during training shall be cleaned prior to training end of watch or after each scenario
17. All weapons and equipment shall be inspected for defects prior to end of watch. Any defects noted shall be communicated to Bicycle Coordination Unit personnel
18. Any extra F/X simunition ammunition not used during training shall be returned to Bicycle Coordination Unit personnel only
19. Failure to adhere to the above rules will result in immediate removal from scenario training and may result in further disciplinary action
20. The four basic firearms safety rules apply to simunition training
 - a. **All guns are always loaded**
 - b. **Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot**
 - c. **Never allow your muzzle to cover anything you are not willing to shoot**
 - d. **Be sure of your target**

B. Staging

1. Students will be staged on the athletic track and assigned to groups of three or four students
2. Slow speed skills stations will be set up on the track for students to practice at while they are waiting to begin their scenario (Cones: Box and Lock to Lock)

C. Scenarios

1. Instructors will secure the training site, ensuring that "LAPD Training in Session" signs have been placed at all access points to the training site

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2. Each student will be issued a **BLUE SIMUNITION WEAPON** with five rounds of “**Simunition FX Marking Round**” ammunition loaded in the weapon and two spare magazines each containing five rounds of “**Simunition FX Marking Round**” ammunition
3. Two scenarios will be established for the students to participate in
 - a. Down officer (simunition)
 - 1) One student at a time will be directed to the location of this scenario
 - 2) The instructor will advise the student to lie down on his back with his feet faced towards the suspect instructor who is wearing full simunition safety gear and armed with a **BLUE SIMUNITION WEAPON**
 - 3) The instructor will have the student raise his right leg and place the student’s bicycle over the student’s left leg. This is done to simulate that the student has been knocked to the ground and is tangled in the bicycle frame or injured from the fall and unable to get up
 - 4) The instructor will brief the student, telling the student that the suspect instructor has knocked the student to the ground and ran away but is now returning
 - 5) The student is advised that he does not know if this was an intentional act or an accident and that he should react to what he sees and give appropriate commands
 - 6) The student is also advised that he / she is not able to get up during the scenario
 - 7) As the suspect instructor approaches the student’s commands will be followed and determine the outcome of the scenario
 - a) Commands of show me your hands will result in a display of the simunition weapon and lead to a simunitions gun fight
 - b) Commands of stop and turn around will result in the suspect (instructor) turning away and thus giving the advantage to the student who will see the weapon held by the suspect (instructor)
 - c) At this point the suspect (instructor) will turn back towards the student and engage the student in a simunitions gun fight
 - 8) A debrief of each groups tactics will be conducted immediately following the scenario

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- a) Failure to engage the suspect with deadly force or the unauthorized use of deadly force
 - b) Tactics utilized
- b. Bike manipulation (Scenario 2) (simunition)
- 1) One student at a time will be directed to the location of this scenario
 - 2) The student will be directed to stand in the Position of Advantage next to their bicycle
 - 3) An instructor, acting as the suspect, in full simunition safety gear will start the scenario standing at the right front of the student's bicycle
 - 4) The student will be briefed
 - a) The student will be told that this is a suspect in a park consuming alcohol
 - b) The student will be advised to give appropriate commands to the suspect to control the suspect's movements and maintain the student's advantage using the bicycle as a barrier
 - c) The student is advised to respond to any aggressive movements the suspect makes
 - 5) The suspect will follow most of the student's commands but continue to move about such that the student moves into the Barricade Position
 - 6) The suspect will become more aggressive, approaching the student's bicycle
 - 7) The student should place the bicycle into the bikes down position and draw their baton while continuing to give the suspect orders
 - 8) At this point the suspect will either present a kicking shield or draw a **BLUE SIMUNITION WEAPON** from their waistband, presenting a threat to the student.
 - 9) The student should react with the appropriate level of force to the threat presented by either using an appropriate (kick or strike) self-defense technique
 - 10) In the event the suspect draws an inert weapon, the student should transition from the baton (either by holding it in the weak side hand or dropping it) and draw the **BLUE SIMUNITION WEAPON** that was issued and engage the suspect with one or two rounds

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- 11) A debrief of the student's actions will be conducted immediately following the scenario
 - a) Failure to engage the suspect with deadly force or the unauthorized use of deadly force
 - b) Failure to use proper bike tactics
- 12) The safety officer will collect all simunitions weapons and ammunition from the students who finished the first three scenarios

XVIII.NIGHT LECTURE / SCENARIO DEBRIEF (CLASSROOM)

(60 Min)

A. Night Operations

1. Equipment

a. Lighting systems

1) Current patrol light system

a) Explain how the system works

(1) Turn the taillight on

(2) Headlamps on and off

(3) To change headlamp beams

(4) To rapidly shut the entire system off

b) Explain power usage of the system and how that affects battery life

2) Batteries

a) Nickel Metal hydride batteries

b) Nickel Metal hydride batteries self-discharge when not in use

(1) 10% charge loss in first 48 hours

(2) 30% or more charge loss over a month

d) Top-tube style: This battery affixes underneath the top-tube with the use of Velcro straps

b. Uniform considerations

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- 1) Reflective clothing/markings
 - a) Bicycle patrol jackets have reflective lettering and reflective striping across the back (left to right)
 - b) Most bicycling shoes have reflective markings, usually on the upper heel
 - 2) Positive aspects of reflective lettering/striping
 - a) Enhanced visibility
 - b) Improved recognition as bicycle patrol officers with reflective lettering and related reflective patches
 - 3) Negative aspects of reflective lettering/striping
 - a) Reflective apparel makes it difficult to engage in stealthy maneuvers
 - b) Officer become an identifiable target with reflecting lettering
 - 4) Safety versus stealth
 - a) Bicycle patrol officer must constantly balance safety and stealth
 - b) How an officer prioritizes safety and stealth is dependent on the circumstances of each situation, as every scenario is unique
- c. Bicycle considerations: Possible sources of noise
- 1) Chain
 - a) A clean, well lubed chain is almost silent, but even in a perfect condition, the pins and plates of the chain engaging the teeth of the cassette and chainring will still create a slight metallic sound
 - b) A dirty chain will definitely emit a grinding, gritty sound as it engages the gears
 - c) If the rider is "cross chaining," the chain will rub against the front derailleur resulting in a metallic sound
 - 2) Freewheel
 - a) Most freewheels emit an audible ratcheting sound

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- b) With this in mind, freewheeling or backpedaling should be avoided
- 3) Squeaky brakes
 - a) Worn or dirty brakes can result in a high-pitched squeaking / squealing noise
 - b) While checking the brakes, the disks should also be checked for dirt, corrosion, and damage
- 4) Indiscriminate rattles
 - a) Loose water bottle cages, battery cables, and chain can result in a rattling, slapping or clanking sound
 - b) Keys and/or any other loose tools on the Sam Browne can result in a variety of clanging noises
- 5) Radio
 - a) The volume on the Astro radio should be turned down as low as possible
 - b) The radio should be facing toward the officer to cover or diminish the light shining from the radio's display
- d. Use and positioning of lights and reflectors
 - 1) Rear light and reflector mounted on rear rack
 - a) Rear light and reflector are essential for bicycle safety
 - b) Note that the rear lights used by LAPD are bright enough to facilitate easy detection at night. So, if stealth is your goal, then the light should be turned off
 - 2) Side reflectors: Side reflectors are an important piece of safety as they allow side-coming traffic to see the rider/officer
 - 3) Forward facing light mounted on handlebar
 - a) The light should be mounted and secured in such a way as to cast a beam of light approximately 15-20 feet in front of the bicycle
 - b) A properly mounted and functioning light serves two primary purposes:

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- (1) Allows officer to safely see and ride at night or in low light situations
- (2) It is a valuable piece of safety equipment as it allows the bicycle patrol officer to be seen by pedestrians and motorists from several hundred feet away

4) Battery considerations

- a) Run time: A fully charged battery allows for up to 7 hours of burn time; this is a sufficient charge to last an entire watch, if used discriminately
- b) Charging and recharging
 - (1) Using the appropriate charger, the lighting systems are to be fully charged prior to the start of watch
 - (2) It takes approximately 3 hours to fully charge a discharged battery

2. Use of lights

a. Light or no light

- 1) When safety is a primary consideration or visibility is affected due to darkness, then the lighting system must be used
- 2) If tactics or stealth are a primary concern, then no lights or very discriminate use of lights is advised (this includes the rear light)

b. Ambient lighting

- 1) The light given off by street lights, lighted signs, store fronts and vehicle headlamps can provide sufficient ambient lighting for the bicycle patrol officer to ride safely
- 2) It should be noted that while ambient lighting may provide enough lighting for the cyclist to ride safely, it does not always provide enough lighting for the cyclist to be seen by pedestrians and/ or motorists

c. Tactical considerations

- 1) If the tactical consideration demands stealth, then clearly a discriminate use of lighting (or no lights at all) is a must
- 2) However, sometimes it is necessary to use lighting to maintain a tactical advantage

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- a) The headlight shined directly into the face/eyes of a suspect(s) has a blinding effect greatly impairing the vision of suspect(s)
- b) If a bicycle unit is riding in trail at night and the lead rider has his headlight at full illumination, a tactical shadow is cast behind the headlight or lead rider that conceals the number of riders in the group; this greatly increases the level of stealth and element of surprise

d. Presence of traffic

- 1) Especially in traffic situations, lighting is an important safety consideration
- 2) While the public is becoming more aware of bicycle patrol units/officers, cyclists are still often unseen or unnoticed. Proper lighting greatly increases the ability to be seen which directly affects the rider's level of safety
- 3) Riding in traffic at night requires the bicycle officer to ride with extra caution. At night, it is best to assume that you have not or cannot be seen. Riding in such a manner allows the bike officer to compensate for the general public's inability to see the cyclist

3. Tactical operations

a. Positioning and riding formations

- 1) If a show of force is the goal, then it is better for the unit to ride in a column of two's formation (both lead riders with headlights on) before fanning out to contain a given group
- 2) If a quick, stealth approach is desired then the unit should approach in trail with lights off or only the leader with a light on; the unit should wait to the latest possible moment before fanning out and revealing their strength in numbers

b. Use of cover and concealment

- 1) Much like being on foot, the bike patrol officer has greater access to cover and concealment
- 2) The bike officer should remember to use cover and concealment to his/her advantage. In many cases, the best cover and concealment is to be found off road, but this is not a problem. In fact, it is a great option while working on a police mountain bike

c. Shadows and ambient lighting

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- 1) Especially at night, shadows could be used as a type of concealment
 - 2) Shadows can hinder one's ability to see
 - 3) Ambient lighting often provides enough illumination to forgo the use of the lighting system
- d. Knowledge of your area and riding surfaces
- 1) Knowledge of the area allows the bike patrol officer to ride with more confidence at night or in low-light situations
 - 2) A summary knowledge of the area prepares the officer to encounter any of the following (even at night): potholes, bumps, dips, or uneven, slippery surfaces etc.
- e. Other officer safety considerations
- 1) Bikes are less visible than patrol car
 - 2) Bike patrol uniforms less distinctive or obvious than patrol uniform

B. CLOSING: Reinforce key learning points

1. To safely engage in night time bicycle patrol, there are many factors that the officer must be aware of
 - a. Lighting and reflectivity can help or it can hurt
 - b. The officer must understand when lighting/reflectivity is a tactical and or safety advantage and when it is a hindrance for stealthy operations
2. The officer must know the situation and have the ability to appropriately strike a balance between safety and stealth

XIX. DOWNTOWN RIDE

(120 Min)

Instructional Goal: To allow the instructors time to further assess and evaluate student progress

Performance Objectives: Using learning activities the students will demonstrate the techniques and skills required to ride in a high traffic area, improve group riding skills and group riding etiquette.

A. DOWNTOWN RIDE

1. Introduction of instructor(s)

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- a. Name, assignment
- b. Experience
- 2. Overview block of training
 - a. Downtown ride preparation
 - b. Ride route
 - c. Night operations
 - d. Traffic stop

B. LEARNING ACTIVITY: Downtown Ride

Purpose: In a large group allow students to practice the techniques they've learned

- 1. Ride preparation
 - a. Instructor student ratio will be 1:6
 - b. All riders shall wear required safety equipment; helmets, gloves, glasses
 - c. All riders perform ABC Quick Check
 - d. Students are organized in a column of two formation in the parking lot
 - e. A follow vehicle with the following
 - 1) Safety equipment
 - 2) Bicycle equipment and tools
 - 3) Water
 - f. Instructors act as road guards throughout the ride
 - 1) The lead instructor will lead the students throughout the ride
 - 2) A minimum of three additional instructors will handle traffic control thought the duration of the ride
 - a) One to drive the follow vehicle
 - b) Two to ride in front of the group and identify / secure any obstacle or threats to the class

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- 3) Any additional instructors will be added to the lead group to help with traffic control
2. Ride route:
 - a. Exit Academy Road
 - b. Academy Drive (left)
 - c. Solano Avenue (straight)
 - d. Broadway Avenue (right)
 - e. Temple Street (left)
 - f. San Pedro Street (right)
 - g. 5th Street (right)
 - h. San Julian Avenue (left)
 - i. 11th Street (right)
 - j. Broadway (left)
 - k. Pico Boulevard (right)
 - l. Hill Street (right)
 - m. End at Hill Street and 12th Street
 3. The students will be given a short break and shown the location of the Bicycle Coordination Unit office 1149 S. Broadway, for any future maintenance or supply needs
 4. Ride to night Ops Route
 - a. Northbound Hill Street
 - b. Cottage Home Street (Left)
 - c. Bishops Road (Right)
 - d. Stadium Way (Left)
 - e. Right onto pedestrian path along the N/B 110 Freeway
 - f. Exit onto Amador Street (Right)
 - g. Amador Place (Right)

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- h. Solano Ave (Left)
- i. Solano Canyon Drive (Right)
- j. End at turnout ½ mile

B. NIGHT OPERATIONS

1. The following demonstrations and drills are done in a low light environment
2. DEMONSTRATE: Visibility of reflective materials
 - a. Instructor rides away from the group approximately 150 - 200 yards with lights off and in a dark area
 - b. The instructor will shine a light on the back of the officer demonstrating reflective visibility
 - c. Various reflective apparel may be used for the demonstration (vest, jacket, armbands, etc)
3. DEMONSTRATE: Headlights and taillights
 - a. Instructor turns on and off headlight at distance of approximately 150 yards and demonstrates the different settings
 - 1) Wig-wag
 - 2) High and low
 - 3) Rear steady and blinking
 - b. Wig-way as a beacon for airship
 - 1) Turn on wig-wag lights
 - 2) Lay bike on the ground with handlebars turned so that headlights aim up
 - 3) An important tool when conducting gang or 415 group stops
 - c. Starting at approximately 150 - 200 yards, a group of four instructors ride toward the class for a taillight demonstration
 - 1) With taillights off: The stealth aspect as riders are not visible until a very close distance to the group
 - 2) With taillights on: One taillight illuminates the entire group of four riders

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- d. Starting at approximately 150 - 200 yards, a group of four instructors ride toward the class for a headlight demonstration
 - 1) With front headlight activated the group is hidden behind the light
 - 2) With rear bicycle headlight activated the group is visible to the class as they approach

C. Traffic Stop

Purpose: In small groups familiarize students with bicycle variation of standard traffic stops

1. Traffic Stop Demonstration

- a. An instructor will use the follow vehicle to simulate a violator's vehicle
- b. Two instructors will ride up behind the violator's vehicle and stop approximately 20 feet behind the vehicle with their emergency lights activated
- c. No offset is used due to the lack of protection offered by the bicycle
- d. The instructor closest to the center of the roadway will turn his bicycle to the left and setting the front wheel such that the emergency lights face towards the rear, warning approaching drivers of police activities
- e. Due to the lack of protection on the driver's (traffic) side of the violator's vehicle, a standard passenger side approach (as taught in the RBC or LETAC courses) will be demonstrated and should generally be used

2. Drills

- a. Students perform the approach in groups of 2
- b. Instructors will observe the drill and evaluate the students

4. Debrief: Approach of officer to suspect group

- a. Discuss the advantages of a passenger side approach
- b. Understanding the limited protection the bicycle offers

D. Return to Academy

1. Solano Canyon Drive
2. Academy Road (Right)

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3. End at Elysian Park Academy
- E. CLOSING: Reinforce key learning points
1. Urban riding comprises the essence of bike patrol in the city of Los Angeles
 2. A ride through downtown affords the students an opportunity to recognize and experience the challenges of serving as a bicycle patrol officer
 3. As always officer safety is paramount, bicycle patrol is inherently more dangerous than your average assignment
 4. Both officer safety and general effectiveness are directly related to the bike officer's skill level and the ability to ride with confidence and authority

END OF DAY THREE!

XX. MORNING DEBRIEF (Classroom) (30 Min)

Purpose: In a large group review previous days scenarios and lecture review

A. Scenario Debrief

1. The instructor, in a group discussion, will discuss with the students what tactics they used and what they felt worked
2. The instructor will point out tactics that may jeopardized the safety of the students involved
 - a. Failure to use available cover
 - b. Failure to position the bike such that it is an advantage instead of a disadvantage
 - c. Separation
3. Students will be able to ask questions regarding the scenarios

B. Lecture Review

1. The instructor will conduct a brief review of the materials covered in the course
 - a. Effective cycling related issues
 - b. Weapons manipulations
 - c. Bike positioning
2. Students will be able to ask questions about topics covered

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XXI. COMMUNITY POLICING (Classroom)

(30 Min)(117c)

Instructional Goal: To provide students with an overview of community policing as it relates to the LAPD core values

Performance Objectives: Using group discussion the students will:

- Understand how community policing relates to the LAPD core values
- Gain an understanding of how having bicycle patrol has changed community policing
- Gain an understanding of proactive policing not only as it pertains to making arrests but also as it applies to understanding the needs and desires of a community and how the community wants to be policed

A. COMMUNITY POLICING

1. Introduction of Instructor(s)
 - a. Name, assignment
 - b. Experience
2. Overview block of training (Details in below sections)
 - a. Community policing/bicycle patrol and the LAPD core values
 - b. How having bicycle patrol has changed community policing
 - c. How to effectively interact with the community

B. GROUP DISCUSSION: Community Policing/Bicycle Patrol and the LAPD Core Values

Purpose: In a large group stimulate student's thinking regarding community policing and the core values

1. Bicycle patrol and LAPD core values
 - a. How does "Service to our Communities" relate to bike patrol and community policing?
 - 1) Bike officers are more accessible to the community, facilitating the handling of quality of life issues that are important to the community
 - 2) For example, narcotics activity, vandalism, gambling, and drinking in public
 - b. How does "Respect for People" relate to bike patrol and community policing?

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- 1) The bike allows for closer interaction with the community and community leaders
 - 2) The bike officer is more approachable and positive contacts reflect favorably on the department as a whole
 - 3) Because the officers are more accessible, many of their contacts are viewed positively. Negative contacts tend to have a greater impact on how the Department is viewed by the community. It is vital that we uphold this core value.
- c. How does "Quality Through Continuous Improvement" relate to bike patrol and community policing?
- 1) Continually working to improve skill and technique
 - 2) This enables officers to better patrol and serve the community
2. GROUP DISCUSSION: How bicycle patrol has changed community policing
- a. Officers are more accessible to the community
 - b. Bike officer uniforms are less intimidating and therefore more approachable
 - c. Observation skills are enhanced making the officer more effective at dealing with various quality of life issues
 - d. Allows for stealth approach
3. How are bicycle patrol officers role models for citizens?
- a. Public relations: Through accessible and respectful contacts with the public
 - b. Bike officers should exemplify the importance of professional appearance and physical fitness
 - c. Environmental impact, bike vs. car
 - 1) Green mode of transportation
 - 2) Less traffic congestion
 - 3) Reduced use of natural resources for production of vehicles
4. Community projects involving bicycle patrol
- a. Serve as security and/or escort ensuring public safety for citizens during community events such as March against Crime, parades, and festivals

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- b. Community related projects: Vandalism, burglary from motor vehicle, narcotics, gambling, drinking in public

C. GROUP DISCUSSION: How to effectively interact with the community

Purpose: In a large group setting provide students with the understanding of empathy for the community and how to determine what quality of life issues the **community** wants resolved

1. A discussion of methods for approaching members of the community and engaging them efforts to resolve current issues that the community faces
 - a. Proactive policing has generally been defined as looking at the crime stats and actively seeking to arrest criminals
 - b. Proactive policing also involves actively listening to the community members and understanding what their concerns are. To empathize with them and understand from their perspective why issues are of importance
 - c. Engage the community members in a discussion of what methods would best resolve the identified issues.
 - d. Understanding that bicycle patrol offers the ability to directly interact with the community on a personal level to cooperatively resolve quality of life issues that generally affect all communities
2. How would bike officers' best deal with specific quality of life issues?
 - a. Vandalism
 - 1) Presence or Stealth; the bike patrol officer can be both visible or stealthy depending on the circumstances and the desired outcome
 - 2) Easier access to the public and information related to specific problems
 - 3) Ability to focus on specific problem areas
 - b. Loitering, drinking, gambling, narcotics
 - 1) Stealth; unlike a patrol vehicle that is visible from a great distance, a bike can be almost on top of the problem before the officer is recognized
 - 2) Presence; bike officers can patrol a given area much like foot beats, but with much greater efficiency
 - 3) Ability to interact with the public more easily

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- c. Burglary from motor vehicle
 - 1) Stealth
 - 2) Presence
 - 3) Ability to focus on specific problem areas
 - 4) Ability to interact with the public more easily
- 3. CLOSING: Reinforce key learning points
 - a. A bicycle officer is more accessible to the community, and acts as a liaison to the citizens
 - b. The bike officer's actions are a direct reflection on the department as a whole
 - c. Skill and fitness level must be maintained to further the officer's credibility with the public
 - d. The bike is an important tool in dealing with quality of life issues

XXII. LEGAL(Lecture/Indoor)

(30 Min)

Purpose: This module of training will provide a review of the California Vehicle Code and Los Angeles Municipal code sections which apply to bicycles. Officers will be able to understand traffic laws on the roadway, and the way they apply to the officers and the public

A. LECTURE: Legal Issues and Traffic Laws

- 1. Laws and ordinances for bicycles
 - a. Are bicycles vehicles?
 - 1) NOT According to the Vehicle code!
 - a) Bicycle – defined by California Vehicle Code (CVC) 231 as:
A bicycle is a device upon which any person may ride, propelled exclusively by human power through a belt, chain, or gears, and having one or more wheels. Persons riding bicycles are subject to the provisions of this code specified in Sections 21200 and 21200.5.
 - b) Vehicle – defined by CVC 670 as: A "vehicle" is a device by which any person or property may be propelled, moved, or drawn upon a highway, excepting a device moved

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exclusively by human power or used exclusively upon stationary rails or tracks.

- c) Electric Bicycle – defined by CVC 312.5 (a) as: An “electric bicycle” is a bicycle equipped with fully operable pedals and an electric motor of less than 750 watts.
- (1) A “class 1 electric bicycle,” or “low-speed pedal-assisted electric bicycle,” is a bicycle equipped with a motor that provides assistance only when the rider is pedaling, and that ceases to provide assistance when the bicycle reaches the speed of 20 miles per hour.
 - (2) A “class 2 electric bicycle,” or “low-speed throttle-assisted electric bicycle,” is a bicycle equipped with a motor that may be used exclusively to propel the bicycle, and that is not capable of providing assistance when the bicycle reaches the speed of 20 miles per hour.
 - (3) A “class 3 electric bicycle,” or “speed pedal-assisted electric bicycle,” is a bicycle equipped with a motor that provides assistance only when the rider is pedaling, and that ceases to provide assistance when the bicycle reaches the speed of 28 miles per hour, and equipped with a speedometer.
- d) A person riding an electric bicycle, as defined in this section, is subject to Article 4 (commencing with Section 21200) of Chapter 1 of Division 11.
- e) On and after January 1, 2017, manufacturers and distributors of electric bicycles shall apply a label that is permanently affixed, in a prominent location, to each electric bicycle. The label shall contain the classification number, top assisted speed, and motor wattage of the electric bicycle, and shall be printed in Arial font in at least 9-point type.

“YOUR INSURANCE POLICIES MAY NOT PROVIDE COVERAGE FOR ACCIDENTS INVOLVING THE USE OF THIS BICYCLE. TO DETERMINE IF COVERAGE IS PROVIDED YOU SHOULD CONTACT YOUR INSURANCE COMPANY OR AGENT.”

- 2) But they must follow the vehicle code per California Vehicle Code (CVC) 21200(a) : A person riding a bicycle or operating a pedicab upon a highway has all the rights and is subject to all the provisions applicable to the driver of a vehicle by this division, including, but not limited to, provisions concerning driving under the influence of alcoholic beverages or drugs, and by Division 10 (commencing with

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Section 20000), Section 27400, Division 16.7 (commencing with Section 39000), Division 17 (commencing with Section 40000.1), and Division 18 (commencing with Section 42000), except those provisions which by their very nature can have no application

- b. Bicyclists have the rights and responsibilities applicable to drivers of any other vehicle (CVC 21200)
- c. All statutes that apply to vehicles apply to bikes, except those that by their very nature can have no application: (Examples of exceptions)
 - 1) Bumper height
 - 2) Seatbelts
- d. Examples of basic traffic laws which would apply to bicyclists (CVC 21200):
 - 1) Stop signs
 - 2) Traffic signals
 - 3) Posted regulatory signs
 - 4) Basic rules of the road
 - 5) Right of way
 - 6) Lane use (with some exceptions)
 - 7) Signaling turns
- e. Some other statutes that apply to cyclists are as follows
 - 1) Alcohol & drugs (CVC 21200.5): It is against the law to ride a bicycle while under the influence of alcohol or drugs
 - 2) Headphones (CVC 27400): Bicyclists may not wear earplugs in both ears or a headset covering both ears, except hearing aids
 - 3) Impeding traffic (CVC 21202): Bicycles traveling slower than the normal speed of traffic must ride as close to the right side of the road as practicable except when passing, preparing for a left turn, to avoid hazards and dangerous conditions, or if the lane is too narrow
 - 4) Use of the roadway (CVC 21202): Lane use requires that bicyclists ride "as far to the right as practicable" or as far right without compromising safety

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- a) For example, it is unreasonable and unsafe for the cyclist to ride so far to the right that the bike is in the gutter or nearly hitting parked cars
- b) Considerations for choosing a safe lane
 - (1) Is there a paved shoulder, wide curb lane or bike lane?
 - (2) Cyclists require about 3 feet of “wobble space just to maintain their balance, this is most noticeable at slower speeds
 - (3) The right side of the 3 ft. lane starts at the left edge of the gutter pan or the edge of the improved portion of the roadway
 - (4) Are there gutter joints or other hazards that will upset a cyclist’s balance?
 - (5) Is the cyclist so close to the curb that the inside pedal may hit the top of the curb whereby the cyclist could likely crash and fall into traffic?
- c) Exceptions to riding as far right as practicable
 - (1) When passing another vehicle
 - (2) To avoid a hazard in your lane
 - (3) Where the street width makes it unsafe
 - (4) When preparing for a left turn
- 5) Bicycle lane use (CVC 21208): Bicyclists traveling slower than traffic must use bike lanes except when making a left turn, passing, or avoiding hazardous conditions
 - a) A bicycle traveling slower than traffic must stay to the extreme right of the roadway or in a bike lane (if available) except when
 - (1) Passing another vehicle
 - (2) Avoiding a hazard in your lane
 - (3) Street width makes it unsafe
 - (4) Preparing for a left turn

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- b) Riding two abreast
 - (1) Riding two abreast is allowed if it does not impede normal traffic
 - (2) Single file cyclists have no legal obligation to move over to allow faster traffic to pass, even if they are taking the lane
 - (3) However, this may be a good act of public relations if traffic is backing up behind you
- 6) Direction of travel (CVC 21650): Bicyclists must travel on the right side of the roadway in the direction of traffic
 - a) Wrong way riding (riding against the flow of traffic) is one of the most dangerous violations a cyclist can commit
 - b) The cyclist is placed in an unexpected roadway position
 - (1) Out of the normal searching pattern of motorists at intersections
 - (2) Not seen by motorists making turns
 - (3) Signs and traffic control devices are posted for right-side traffic. Therefore, wrong way riders often do not or cannot see them
 - (4) Head on collisions can occur as wrong way riders emerge from behind parked vehicles or suddenly come around a blind corner
 - (5) Wrong way riding only worsens other common accident types, and it is **ILLEGAL** in the state of California (CVC 21650)
- 7) 3-Feet for Safety Act (CVC 21760): When passing a bicyclist, drivers of motor vehicles must provide bicyclists with a three feet buffer between their motor vehicle and the bicyclist. If roadway conditions do not allow for a three feet buffer, the driver must (1) slow to a reasonable and prudent speed when passing and (2) only pass when doing so would not endanger the safety of the bicyclist.
- 8) Sidewalk riding (LAMC 56.15): Prohibits the riding of bicycles (or other human devices) on sidewalks (bikeways or boardwalks) with a

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willful or wanton disregard for the safety of persons or property.
Disallows the riding of bicycles on Ocean Front Walk in Venice Beach

- a) A cyclist operating on a sidewalk is defined as a pedestrian not as a bicyclist. Pedestrian laws therefore apply
- b) Cyclists should yield to pedestrians and give “an audible warning” like a bell, horn, whistle, or voice
- c) It is recommended to ride with the flow of vehicle traffic. Although any direction on a sidewalk is legal, wrong way hazards increase because the cyclist is less likely to be seen by passing motorists

9) CVC 21201 (d): At night, bicycles must be equipped with

- a) A white headlight visible from a distance of at least 300 feet
- b) A rear red reflector visible from at least 500 feet when illuminated by a vehicles headlights
- c) White or yellow pedal reflectors visible from at least 200 feet
- d) A white or yellow reflector on the front of the bicycle visible from the side, and a red or white reflector on the rear of the bicycle visible from the side. Reflectorized tires can replace side reflectors

10) CVC 21201 (e): A white light attached to the rider and visible from at least 300 feet may be used in lieu of a light attached to the bicycle

2. Laws applicable to bicycle use: Peace Officer Exemption (CVC 21200)

a. CVC 21200 (b) (1): Any peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, operating a bicycle during the course of his or her duties is exempt from the requirements of subdivision (a), except as those requirements relate to driving under the influence of alcoholic beverages or drugs, if the bicycle is being operated under any of the following circumstances (2) and with due regard for safety of all persons using the highway

- 1) In response to an emergency call
- 2) While engaged in rescue operations
- 3) In the immediate pursuit of an actual or suspected violator of the law

b. General privileges of emergency vehicles (when actively participating in parts 1), 2) and 3) above)

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- 1) May cautiously drive through stop signs and traffic signals
 - 2) May speed, or disregard other traffic laws, if done with due caution
 - 3) May drive and park at locations that are not normally permitted by law
 - 4) May drive without headlights at night if using due caution
- c. Statutory solutions or exemptions for bicycle police officers for outside agencies
- 1) Some states and cities have passed laws that exempt police cyclists from certain laws if the riding is done in the course of their police duties. Some define them as emergency vehicles
 - 2) Other states have granted certain privileges if the police cyclist has met certain requirements; uniformed, trained, etc.
 - 3) Before assuming it is safe for you to violate the law while on a police bike, learn what the law is in your jurisdiction
3. Off road riding in the city of Los Angeles
- a. LAMC sec. 63.44, sub. B.16. Regulations affecting park and recreational areas - No person shall drive or ride any cycle or vehicle, whether powered by a motor or human power except on paths, roads or drives designed and provided for such purposes
 - b. Sec. 86.04. Bicycles in parks -No person shall drive a vehicle or bicycle on any path designated or posted as a trail by the Board of Recreation and Park Commissioners
 - c. While both sections explicitly refer to the illegality of off road riding within the city of Los Angeles. It should be noted that the sections refer to Parks & Recreation Areas and official trails as those zones where off road riding is in clear violation. The sections are ambiguous with regard to off road riding in general (outside of the above noted areas where off road riding is clearly not permitted)
 - d. While it does greatly inhibit the ability of bike patrol officers to maintain off road handling skills, LAPD does not engage in off road training rides within the city limits in locations with restricted riding statues
 - e. Of course, certain assignments or scenarios require the officer to ride off-road. Gang and narcotics enforcement often require the bike officer to ride off road through city parks. In such instances, the call of duty supersedes a strict adherence to the afore mentioned code

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B. CLOSING: Reinforce key learning points

1. A review of the California Vehicle Code and Los Angeles Municipal code sections that apply to bikes is an essential part of the bike officer's duties
2. If the bike officer wishes to serve the community to the utmost and lead by example, the officer must have basic understanding of all laws, codes, or sections pertaining to bicycles
3. To confidently and effectively engage in bicycle enforcement, a bicycle officer must demonstrate a thorough knowledge of the legal aspects pertinent to bikes

XXIII. BICYCLE DEFENSIVE TACTICS - Part 2

(150 Min)

Instructional Goal: At the completion of this course the new Bicycle Patrol Officer will be able to perform basic bicycle defensive tactics.

Performance Objectives: Using learning activities the students will:

- Know where to tactically position themselves when bikes are in the up and downed position
- Know the three combative ranges and understand the appropriate self-defense alternatives
- Be able to demonstrate basic bicycle defensive techniques

A. BICYCLE DEFENSIVE TACTICS

1. Introduction of instructor(s)
2. Overview block of training
 - a. Defensive techniques
 - 1) Defensive ranges
 - 2) Helmet escape
 - 3) Down officer
 - b. Review
 - 1) Bike as a barrier against an aggressive suspect
 - 2) Bikes up / down
 - 3) Position of advantage
 - 4) Tactical positioning of the bike

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B. Defensive techniques

1. Defensive ranges

- a. The instructor will demonstrate the three basic ranges of self-defense; short range, middle range, and long range

1) Short range

- a) Joint locks
- b) Punches
- c) Knees
- d) Elbows
- e) Baton thrust
- f) Standing grappling

2) Middle range

- a) Punches
- b) Kicks
- c) Baton strikes

3) Long range

- a) Kicks
- b) Baton strikes

- b. Students will learn and demonstrate the ability to choose the appropriate self-defense technique for the designated distance

NOTE: Students will review basic self-defense techniques as they relate to bicycle patrol

c. Drills

- 1) The students will divide up into two groups with half of the students acting as the suspect and holding a kicking shield. The students acting as the officers will perform the techniques as directed by the instructor

- a) Short range

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- b) Mid-range
- c) Long range

2) Instructors will observe the drill and evaluate students

3) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the technique

2. Helmet escape

a. An instructor will demonstrate the dangers of having the helmet strapped when off the bicycle

1) Suspect will grab the top of the helmet and control the instructors head

2) Suspect will grab the helmet straps and control the instructors head

b. Instructors will demonstrate the defensive tactic used if a suspect grabs the collar or helmet straps with one or both hands

1) The instructor acting as a suspect will grab the officer instructor's shirt collar from the front

2) The instructor acting as the officer will reach over the suspects arms with either his left or right arm, trapping the suspect's forearm(s) tightly to the officer's chest and step back pulling the suspect forward and down to an off balance position

3) From this position elbow and hand strikes may be delivered

c. Drills

1) Students will be paired up and practice the above described technique

2) Instructors will monitor and advise students to ensure proper technique

3) Allow time for feedback before moving to the technique

3. Balanced striking

a. Strikes over the bicycle

1) Instructors will demonstrate a proper balanced athletic stance

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- 2) From a balanced athletic stance, the instructor will demonstrate a strike, kick, and push over the bicycle frame, returning back to the athletic stance without becoming entangled in the bicycle
- 3) Instructors will stress the importance of avoiding the trip hazard that the bicycle presents

b. Drills

- 1) Half of the students will be directed to lay their bicycles down on the ground and assume a balanced athletic stance above the top tube between the seat and handlebars
- 2) The other half of the class will stand on the opposite side of the bicycle with a kicking shield
- 3) The students will practice kicks and strikes several times over the bike, making sure not to get tangled in the bike frame
- 4) The students will switch positions and repeat the drill
- 5) Instructors will observe the drill and evaluate the students
- 6) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the techniques

4. Down Officer

- a. In the event that an officer is knocked to the ground or falls and becomes trapped under the bicycle, the officer should immediately assess any threats in the area. To accomplish this, the officer should use his non-gun hand to push the upper body into a raised position
- b. In the event of a threat the goal of the officer is to get free of their bicycle and get up to a standing position
- c. An instructor will demonstrate the proper way for an officer to get clear of the bicycle from the raised upper body position
 - 1) The instructor will place his top foot (depending on which side the bicycle has fallen) against the top tube of the bicycle
 - 2) Next, with a forceful kick the instructor will thrust the bicycle away thus clearing his legs and allowing him to acquire a standing position

B. Review

1. Using the bike as a barrier against an aggressive suspect
 - a. Using the bike as a barrier against an aggressive suspect

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- 1) Reacting to an aggressive suspect
 - a) The instructor will walk the bike with their left hand on the handle bar and their right hand holding the seat
 - b) The instructor will be approached by another instructor acting as an aggressive suspect
 - c) The instructor will pivot towards the suspect, on the balls of their feet, while lifting the bike and placing it in the standing position between themselves and the suspect instructor
 - d) Instructor stands holding the bike at the handle bar and seat
 - e) Instructor places bike down utilizing the bike down technique
 - f) Instructor will adjust position relative to the bicycle and the suspect, keeping the bicycle as a barrier between instructor and suspect
- 2) Bike down technique with an aggressive suspect in close proximity
 - a) The instructor stands with their gun leg back, left hand on the handle bar and the right hand at the seat
 - b) When faced with an aggressive suspect in close proximity the instructor will use the bike down technique to lower the bike to the ground in front of them, creating a barrier between themselves and the suspect
 - d) The instructor will then recover to the standing position with the gun leg back and be prepared to respond appropriately
- 3) Bike forward technique to gain time and distance to respond appropriately to an aggressive suspect
 - a) The instructor will stand with their left hand holding the handle bar and their right hand at the seat with their gun leg back
 - b) The instructor is faced with a suspect who is making aggressive movements towards the instructor
 - c) The instructor will quickly push the bike away from themselves to the ground to gain space from the suspect's attack and get clear from the bike
 - d) The instructor will recover and be prepared to respond appropriately

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Note: Use this technique when there is a threat that the suspect will reach the officer before they are able to clear themselves from the suspect and the bike to a suitable distance to effectively respond to the attack.

b. Drills

- 1) Students will perform the techniques with half the students acting as suspects and the other half as the officer
- 2) The suspect students will use a kicking shield thus allowing the officer students to perform an appropriate self-defense technique as directed by the instructor
 - a) Kicks
 - b) Baton strikes
 - c) Hand and elbow strikes
- 3) The suspect will move toward the front or rear of the bicycle to force the officer to adjust his/her position
- 4) Instructors will observe the drill and evaluate students
- 5) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the techniques

2. Bike down/Bike up

a. Bike down

- 1) While keeping eyes on the suspect the instructors will stand on the left side of the bicycle, holding the bike with the left hand on the left side of the handlebar and their right hand holding the seat
- 2) The instructor will turn to the right to face towards the bicycle with their gun leg back. The instructor will take a step back with their gun leg
- 3) The instructor will then lower the bike by squatting in a balanced athletic position with their back straight and head up until the bike is lowered to the ground
- 4) The instructor will then recover and be prepared to respond appropriately

b. Bike up

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- 1) While keeping eyes on the suspect the instructor will step to the bike with their non-gun leg forward
- 2) The instructor will squat in the balanced athletic position his/her back straight and head up, to see any threat, until they locate the handlebar with their left hand and the seat with their right hand
- 3) The instructor will then recover to the standing position with the gun leg back and be prepared to respond appropriately
- 4) The instructor maintains the bicycle as a barrier between the instructor and the suspect by moving relative to the bicycle

Note: Officers should stand bikes up only when it is safe to do so

c. Drills

- 1) Students perform the techniques with other students assuming the suspect role
- 2) Students will correctly position themselves to maintain the bicycle as a barrier
- 3) Instructors will observe the drill and evaluate students
- 4) Continue the drill as demonstrated until students have mastered the skill and the ability to correctly perform the techniques

3. Position of advantage

- a. The instructor will demonstrate the position of advantage, standing to the left rear of the bicycle in the "FI" stance within arm's length to allow for control of the bicycle
- b. From this position the instructor will demonstrate how he can maneuver left or right around the bicycle to keep it between himself and a threat or put the bike down into the bikes down position to create a better barrier
- c. Students will be directed to assume the position of advantage with their bicycle and demonstrate that they understand the proper distance to be from the bicycle

4. Bike positioning

- a. From the position of advantage an instructor will demonstrate moving left and right around the bicycle to maintain proper distance from the bicycle while keeping the bicycle between the instructor and a threat
 - 1) Within arm's reach

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- 2) The officer can reasonably manipulate the bicycle
 - b. The students will be paired up and practice with one student acting as an officer and the other acting as the suspect. The suspect will move around the bike forcing the officer to react by repositioning as needed
5. BRRT
- a. Rolling Skirmish Line
 - 1) Students will be commanded to move into a rolling skirmish line and back into column formations
 - 2) Instructors will evaluate the rolling skirmish line and ensure that all officers stay on line and guide to the center
 - b. Walking Skirmish Line
 - 1) From a rolling skirmish line, students will dismount the bicycle and walk the bicycle with their left hand on the left handle bar and the other on the seat
 - 2) Instructors will evaluate and ensure that all officers stay on line and guide to the center
 - c. Stationary Skirmish Line
 - 1) From a column of two or on of the above moving skirmish lines, the students will dismount the bicycle and ground it to the kickstand. The students will then step back into the position of advantage at the left rear of the bicycle
 - 2) Instructors will evaluate and ensure that all officers stay on line and guide to the center
 - d. Blocking Force
 - 1) Utilized to facilitate and control the direction/movement of the Crowd (position of the officers is determined by the demeanor of the crowd)
 - 2) Students will perform the maneuver.
 - e. Roll-out Right, Left, and Center
 - 1) From a stationary skirmish line, the instructor will give the command, "Roll Out Left (Center or Right)"

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- 2) The students will echo the command, “Roll Out Left (Center or Right)”

- 3) The students will approach their bicycles, placing their left hand on the left handlebar grip and their right hand on the seat. The students will turn the bikes in the desired direction and mount to a power pedal position

- 4) On the instructor’s command of “Move”, the students will echo the command of “Move”, the students will roll out in a column of one in the appropriate direction

XXIV. PRACTICAL APPLICATION TESTS

(240 Min)

Instructional Goal: To provide the students with the confidence that they have learned the required information and to allow the instructors to evaluate each student.

Performance Objectives: Using practical activities the students will:

- Demonstrate basic bicycle defensive techniques

- Demonstrate a basic skill level with the techniques taught during the course

A. FIREARMS / SIMUNITIONS SAFETY RULES AND RANGE SAFETY BRIEF

6. The Basic Firearm Safety Rules: Los Angeles Police Department Basic Firearms Manual, Chapter 1 page 1
 - a. All guns are always loaded**

 - b. Never allow the muzzle to cover anything you are not willing to shoot**

 - c. Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot**

 - d. Be sure of your target**

7. Officers are required to know and apply the Four Basic Firearm Safety Rules throughout their careers. These rules must be ingrained into an officer’s natural thought process and become second nature

8. Any violation of the Four Basic Firearm Safety Rules may result in the unintentional discharge of a round. This is a serious matter with the potential of having tragic results

9. Range Safety

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- a. Anyone participating in firearms training, (shooter, observer, or instructor) has the authority and the responsibility to call a cease fire if they observe

the unsafe handling of a weapon or an unsafe condition on the range. Only firearms instructors are authorized to provide any firearms training

- b. Instructors will provide shooters with clear direction using commands defined in advance. On the range, the following basic guidelines are to be followed at all times
- 1) All firearms and magazines are to remain unloaded until a command to load is given
 - 2) Magazines are not to be placed in the firearm until a command is given to do so
 - 3) Unloaded magazines are to be secured in a range bag until advised by an instructor to retrieve them
 - 4) Carelessness will not be tolerated during firearms training
 - 5) A firearms instructor will provide clear direction using commands. Shooters must pay attention to the commands and avoid anticipating them
 - 6) Shooters/observers are never to move forward on the firing line (downrange) until the firing line is cleared and the command is given by a firearms instructor to do so
 - 7) When manipulating a firearm, the weapon is to remain pointed in a safe direction at all times
 - 8) Talking will be limited to answering a direct question, acting as a student coach, or identifying an unsafe condition on the range
 - 9) When picking up or recovering a firearm, immediately verify the condition of the weapon to ensure it is not loaded
 - 10) Prior to picking up anything on the ground, all handguns are to be holstered and secured, and long guns (shotguns) shouldered. Once all guns are secured, shooters are to stand by until the firing line is announced "clear" by an instructor
- c. While on the range
- 1) Handguns shall always be in one of three places
 - a). On the firing line aimed at the target

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- b). On the firing line in a low ready or close contact position
- c). In the holster

2) Responsible behavior shall be demonstrated on the range at all times

5. SIMUNITIONS (117e)

- a. **NO LIVE WEAPONS IN THE TRAINING AREA.** Only Simunition (blue) weapons will be utilized during training
- b. Instructor to student ratio for force on force training is 1 to 5
- c. There must be a Safety Officer who is Handgun Instructor Training School (H.I.T.S.) certified. That Officer is not included in the 1 to 5 ratio
- d. Mandatory Equipment
 - 1) Simunition helmet
 - 2) Ballistic Vest
 - 3) Throat protection
 - 4) Gloves
- e. Optional Equipment
 - 1) Long sleeves or sweatshirts
 - 2) Long pants
 - 3) Groin protection
- f. Simunition weapons, helmet, throat protection and gloves shall be issued and collected by Bicycle Coordination Unit (BCU) personnel only
- g. FX weapons and magazines shall be loaded with a maximum of five rounds per magazine
 - 1) Allows students to reload weapons in a stressful environment
 - 2) Causes students to slow down and utilize their sights
- h. All equipment shall be inspected for defects prior to training. Any defects noted shall be communicated to Bicycle Coordination Unit personnel

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- i. Only ammunition marked "Simunition FX Marking Round" shall be used
- j. No firing of simunition at the back of the head
- k. Firing at the helmet should be avoided
- l. During a training scenario, no protective gear should be removed (i.e. cleaning face shield by removing helmet)
- m. Students and personnel not directly involved in the training shall wear appropriate eye protection
- n. Students observing the scenario shall not become involved in the scenario unless directed to do so by Bicycle Coordination Unit personnel
- o. Students will not chamber a simunition round into the simunition weapon until directed to do so by Bicycle Coordination Unit personnel
- p. At the conclusion of training, all weapons will be cleared and inspected by Bicycle Coordination Unit personnel
- q. All weapons, equipment and location used during training shall be cleaned prior to training end of watch or after each scenario
- r. All weapons and equipment shall be inspected for defects prior to end of watch. Any defects noted shall be communicated to Bicycle Coordination Unit personnel
- s. Any extra F/X simunition ammunition not used during training shall be returned to Bicycle Coordination Unit personnel only
- t. Failure to adhere to the above rules will result in immediate removal from scenario training and may result in further disciplinary action

B. Scenario Briefing

- 1. The instructor will explain each portion of the practical testing / scenario that the students will be participating in
- 2. Self Defense Portion:
 - a. The students will start exercise one in the parking lot below the athletic field (Elysian Park Academy)
 - b. The students will be advised that they are chasing a purse snatch suspect through the park and will be required to pursue, broadcast their location, and provided suspect description and engage the suspect as needed
 - c. After carrying the bike up the stairs, the student will mount the bicycle and complete one lap around the athletic track before performing a Power Slide

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at a designated spot (cone), reversing direction and riding back to the instructors located at the South end of the athletic field

- d. The student will perform a Step Through Dismount, stopping in front of the instructors
- e. An instructor will position the bicycle in a bike down position on the grass at which time the student will be directed to perform kicks over the bicycle against a kicking shield held by an instructor. Upon completion of this exercise, the students will be directed to remove their glasses, bicycle helmet, and Sam Browne
- f. The student will move to the next station when directed where an instructor holding a striking pad will direct the student to deliver combination punches
- g. At the next station the student will deliver elbow strikes on a striking pad held by an instructor
- h. The student will then be directed to lie down and an instructor will assume side control position at which time the student will attempt to improve his/her position
- i. The student will next be directed to stand and confront an instructor in protective padding, both instructor and student will be directed to deliver only body punches during the exercise
- j. This concludes the testing portion of the exercise

3. Simunition Portion:

- a. The student will don all bicycle safety gear and their Sam Browne, a **BLUE SIMUNITION WEAPON** with two rounds of "Simunition FX Marking Round" loaded in the weapon will be issued to the student
- b. The student will be directed to ride to the Practical Combat Range (PCR), where they will be met by an instructor, prior to entering the live fire portion of the range, who will place them on the ground
 - 1) The instructor will advise the student to lie down on his back with his feet faced towards the suspect instructor who is wearing full simunition safety gear and armed with a simulated knife
 - 2) The instructor will have the student raise his right leg and place the student's bicycle over the student's left leg. This is done to simulate that the student has been knocked to the ground
 - 3) The instructor will brief the student, telling the student that the suspect instructor has knocked the student to the ground and has drawn a knife

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- 4) The instructor suspect will raise the rubber knife in a threatening manner and rapidly approach the student
 - 5) The student should use the techniques taught during the course to get clear of the bicycle and use the appropriate level of force against the approaching threat
4. Live Fire Portion: (This portion may be swapped out for similar situations conducted with simmunitions weapons and gear at the lead instructors discretion)
- a. Upon completion of the Officer Down Deadly Threat scenario, the **BLUE SIMUNITION WEAPON** will be collect from the student and they will be directed to holster their previously staged **LIVE** primary weapon and magazines
 - 1) Each magazine will contain six rounds
 - 2) Either the second or third magazine (to be placed in a magazine holder) will contain one inert round staged by an instructor to induce a malfunction during the course of fire
 - 3) The student will be expected to identify any malfunction, clear it, and complete the course of fire
 - b. Once the Range Safety Officer has confirmed that the student has safely holstered his / her live weapon, the student will be directed to mount their bicycle and ride onto the live fire portion of the PCR
 - c. Safety ratios of 1 on 1 will be maintained throughout this portion of the training.
 - 1) As the student rides past the open alley, a deadly threat will be presented
 - 2) The student will ride out of the kill zone, conduct a step through dismount and move back to the alley wall
 - 3) The student will be directed not to draw out with their weapon until they are faced down range and have reached the red firing line at the end of the wall
 - 4) The student will engage the threats until a cease fire is called
 - d. Once the student is safely holstered, the student will move to the next station where their bicycle will be placed on the white firing line in a bikes up barricade position between the mail boxes (cover)

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- 1) A target with no threat will be presented and the student will be instructed to give commands for the simulated demonstrator to back up
 - 2) The student will be directed to go to bikes down and draw their Baton
 - 3) A second target with a deadly threat will then be presented to the student forcing a transition from the Baton to their primary duty weapon
 - a) Students can either drop the Baton when transitioning to the primary duty weapon
 - b) Or, Students can place the Baton in the weak side hand held down at their side, drawing and firing their duty weapon with a one handed grip
 - 4) The student will continue to engage the target until they have run out of ammunition and a cease fire is called
 - 5) Attempts to ring the baton and failure to move to a position of cover will be debriefed
- e. The third and final firing position (last firing lane of PCR) will be from the position of lying on the student's weak side with the bicycle between their legs as though they were knocked down
- f. The students will be given a six round magazine with frangible ammunition for firing on metal targets by the instructor to load in their weapon. A second magazine containing one inert round of ammunition will be given to the student to be placed in their magazine holder
- 1) This is a slow fire drill for accuracy while lying on the ground
 - 2) After firing six rounds the student will kick the bicycle away and move to cover while performing an out of battery speed reload with the inert round
 - 3) The student will reengage the target with the inert round and identify the malfunction at which time a cease fire will be called
- g. Upon completion of the live fire drills, the student will be directed off the range and told to return to the athletic track
5. A scenario debrief and range cleanup will be conducted on PCR at the completion of the exercise

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- C. The students will be taken to the Practical Combat Range where they will load their first series of magazines and make their weapons ready for live fire, at the Range Safety Officer's direction
- D. The students will be given a demonstration of what will be expected during the live fire portion of the exercise
 - 1. The instructor will demonstrate with an **INERT WEAPON** where to dismount and the proper cover to assume during the alley scenario
 - 2. The instructor will then demonstrate with an **INERT WEAPON** where to stand and how to transition from the drawn baton to their handgun during the second live fire drill
 - 3. The instructor will then demonstrate with an **INERT WEAPON** the position that the students will be firing from in the third live fire drill
- E. The students will then be directed out to the entry portion of the PCR where their primary duty weapons will be staged with an instructor
- F. A safety inspection will be completed to ensure that no student has live ammo or a weapon on them prior to proceeding to the staging area for the exercise
- G. The testing portion of the exercise is completed prior to the live fire drills
 - 1. Instructors will evaluate the student's ability to perform the bicycle techniques taught during the course
 - a. Balanced striking
 - b. Gearing
 - c. Slow speed skills
 - d. Use of appropriate techniques
 - 2. Any deficiencies will be noted and remediated at the completion of the exercise
- H. A minimum of six instructors and one Range Safety Officer are required to facilitate the exercise
 - 1. Two instructors on the athletic track
 - 2. Two instructors at the down officer deadly threat (Simunitions)
 - a. One instructor will act as the suspect
 - b. One instructor will direct the student and proctor the scenario

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- c. A third instructor from PCR, the HITS instructor, will also be present to oversee and act as the range safety officer
 - 1) Act as the range safety officer
 - 2) Monitor the exchange to live weapons
 - 3) HITS instructor will then escort the student into PCR
- 3. Two instructors inside PCR
 - a. The HITS instructor will manage the student during the live fire drills
 - b. The other instructor will handle range safety
- I. When all stations are ready, the students will be advised to proceed through the exercise one at a time
 - 1. After the first student completes the drills on the athletic track a second student will be directed to begin the exercise
 - 2. PCR will control the flow of students via two way radio due to the safety concerns present with live fire drills
- J. Upon completion of the exercise by the last student, all students will return to PCR for range clean up and debrief
- K. CLOSING: Reinforce key learning points
 - 1. The importance of safety when handling their handgun, whether in the field on the range or at home
 - 2. Maintain their proficiency with their handgun by continuing to practice the principles of safety and marksmanship they reviewed during their training today
 - 3. The importance of practicing bicycle skills while wearing the proper equipment
 - 4. Fitness level, endurance, strength, and an acute familiarization of shooting with bicycle safety equipment are integral parts of officer safety while working a bike unit
 - 5. The officer should be fully aware of the importance of familiarization with shooting while wearing bicycle safety equipment
 - 6. It is imperative that each student recognizes his or her own limitations

END OF DAY FOUR!

XXV. MORNING DEBRIEF (Classroom)

(30 Min)

Purpose: In a large group review previous days scenarios and lecture review

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A. Scenario Debrief

1. The instructor, in a group discussion, will discuss with the students what tactics they used and what they felt worked.
2. The instructor will point out tactics that may jeopardized the safety of the students involved
 - a. Over committing and attempting to affect an arrest without proper resources
 - b. Use of cover
 - c. Remaining in the kill zone
3. Students will be able to ask questions regarding the scenarios

B. Lecture Review

1. The instructor will conduct a brief review of the major points covered in the course
 - a. Legal
 - b. Community policing
 - c. Effective cycling
 - d. Basic maintenance
 - e. Bicycle nomenclature
2. Students will be able to ask questions about topics covered

XXVI. WRITTEN TEST

(60 Min)

Instructional Goal: To test the students' knowledge based on the training

Performance Objectives: Using a testing tool, the students will identify the information that was presented during bike school

A. WRITTEN TEST

1. Introduction of instructor(s)
2. Overview block of training
 - a. Test
 - b. Test requirements

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A. TEST

Purpose: To test the students' knowledge based on the training

1. **DISTRIBUTE:** Test (attachment 1)
2. Advise students that they will have approximately 45 minutes to complete the test
3. Students complete the test
4. Collect the test
5. Review the answers – Need a score of 70% to pass the course
 - a. Students who fail to pass the test will be remediated immediately and
 - b. Given the chance to take another version of the written test.
6. CLOSING
 - a. Reinforce key learning points
 - b. Upon completing and passing the multiple choice Bicycle Patrol School written exam, the students should possess the basic knowledge required to work Bicycle Patrol

XXVII. AMBUSH SCENARIO

(90 Min)

Instructional Goal: Re-enforce the concepts of moving to available cover or concealment while engaging the threat.

Performance Objective:

- Threat identification
- Proper dismount and bike positioning (with a partner)
- Appropriate choice / use of cover or concealment
- Use of cover fire if applicable, bounding over watch
- Shooting on the move if applicable (two handed vs. one handed)
- Use of force policy review

A. Simunition Safety Briefing / Guidelines

1. NO LIVE WEAPONS IN THE TRAINING AREA. Only Simunition (blue) weapons will be utilized during training
2. Instructor to student ratio for force on force training is 1 to 5

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3. There must be a Safety Officer who is Handgun Instructor Training School (H.I.T.S.) certified. That Officer is not included in the 1 to 5 ratio
4. Mandatory Equipment
 - a. Simunition helmet
 - b. Ballistic Vest
 - c. Throat protection
 - d. Gloves
5. Optional Equipment
 - a. Long sleeves or sweatshirts
 - b. Long pants
 - c. Groin protection
6. Simunition weapons, helmet, throat protection and gloves shall be issued and collected by Bicycle Coordination Unit (BCU) personnel only
7. FX weapons and magazines shall be loaded with a maximum of five rounds per magazine
 - a. Allows students to reload weapons in a stressful environment
 - b. Causes students to slow down and utilize their sights
12. All equipment shall be inspected for defects prior to training. Any defects noted shall be communicated to Bicycle Coordination Unit personnel
13. Only ammunition marked "Simunition FX Marking Round" shall be used
14. Firing simunition at one another within five feet is prohibited
 - a. No firing of simunition at the back of the head
 - b. Firing at the helmet should be avoided
15. During a training scenario, no protective gear should be removed (i.e. cleaning face shield by removing helmet)
21. Students and personnel not directly involved in the training shall wear appropriate eye protection

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22. Students observing the scenario shall not become involved in the scenario unless directed to do so by Bicycle Coordination Unit personnel
23. Students will not chamber a simunition round into the simunition weapon until directed to do so by Bicycle Coordination Unit personnel
24. At the conclusion of training, all weapons will be cleared and inspected by Bicycle Coordination Unit personnel
25. All weapons, equipment and location used during training shall be cleaned prior to training end of watch or after each scenario
26. All weapons and equipment shall be inspected for defects prior to end of watch. Any defects noted shall be communicated to Bicycle Coordination Unit personnel
27. Any extra F/X simunition ammunition not used during training shall be returned to Bicycle Coordination Unit personnel only
28. Failure to adhere to the above rules will result in immediate removal from scenario training and may result in further disciplinary action
29. The four basic firearms safety rules apply to simunition training
 - a. **All guns are always loaded**
 - b. **Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot**
 - c. **Never allow your muzzle to cover anything you are not willing to shoot**
 - d. **Be sure of your target**

B. Staging

1. Students will be paired up with a partner and staged on the athletic track

C. Scenario

1. Instructors will secure the training site, ensuring that "LAPD Training in Session" signs have been placed at all access points to the training site
2. The training site chosen will have both natural cover / concealment and manmade cover / concealment available for both students to move to during the scenario
3. Each student will be issued a **BLUE SIMUNITION WEAPON** with three rounds of "**Simunition FX Marking Round**" ammunition loaded in the weapon and two spare magazines each containing three rounds of "**Simunition FX Marking Round**" ammunition

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4. Student's will be briefed that they are partners riding down the sidewalk between buildings on bicycle patrol.
5. The suspect / role player is secreted downrange of the officers as they ride towards his/her location
6. Students will be directed into the training site to start the scenario
 - a. When the students reach a predesignated point, the scenario proctor will que the role player to exit cover and engage the students with a simunition weapon
 - b. The role player will continue to engage the students until they seek available cover / concealment and have engaged the role player with their simunition weapons
 - c. The student's actions, tactics, and communications will be noted by both the proctor and the role player for debrief upon conclusion of the scenario
7. Immediate debriefing will be conducted with each pair of students upon conclusion of the scenario prior to exiting the training site
 - a. Choice of cover / concealment
 - b. Communication
 - c. Bicycle positioning
 - d. Handgun manipulation
 - e. Threat identification and situational awareness
8. The safety officer will collect all simunitions weapons and ammunition from the students who finished the first three scenarios

XXVIII. DAY FIVE UNIVERSAL RIDE

(240 Min)

Instructional Goal: To evaluate the student's skill level through practical application

Performance Objectives: Using learning activities the students will, ride a predetermined course, execute various riding formations as designated by lead instructor, Identify, and avoid obstacles/hazards in a group setting

A. UNIVERSAL RIDE

1. Introduction of instructor(s)
2. Overview block of training

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- a. Ride preparation
- b. Day five morning ride

B. LEARNING ACTIVITY: Universal ride

Purpose: In a large group provide the students with practice time of the various skills

1. Ride preparation

- a. Instructor student ratio will be 1:6
- b. All riders shall wear required safety equipment; helmets, gloves, glasses
- c. All riders perform ABC Quick Check

- d. Students are organized in a column of two formation in the upper parking lot adjacent to the Mark VII building of Elysian Park Academy
- e. A follow vehicle with the following
 - 1) Safety equipment
 - 2) Bicycle equipment and tools
 - 3) Water
- f. Instructors act as road guards for the duration of the ride
 - 1) The lead instructor will lead the students throughout the ride
 - 2) A minimum of three additional instructors will handle traffic control through the duration of the ride
 - a) One to drive the follow vehicle
 - b) Two to ride in front of the group and identify / secure any obstacle or threats to the class
 - 3) Any additional instructors will be added to the lead group to help with traffic control

2. Universal ride route:

- a. Exit Academy Road
- b. Academy Drive (right)

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- c. Stadium Way (right)
 - d. Riverside Drive (left)
 - e. Riverside Drive becomes Crystal Springs Drive entering Griffith Park
 - f. Griffith Park Drive (left)
 - g. Mineral Wells Road (left)
 - h. Griffith Park Drive(left)
 - i. Zoo Drive (left)
 - j. Forrest Lawn Drive (left)
 - k. Lakeside Plaza Drive (straight into Universal back lot)
 - l. Tram route (uphill to Universal Citywalk)
 - m. Water/bathroom break and regroup
 - n. Universal Studios Boulevard (southbound)
 - o. Cahuenga Boulevard (left)
 - p. Highland Avenue (straight)
 - q. Hollywood Boulevard (right)
 - r. La Brea Avenue (left)
 - s. Sunset Boulevard (left)
 - t. Echo Park Avenue (left)
 - u. Morton Avenue (right)
 - v. Morton Place (right)
 - w. Academy Drive (straight)
 - x. Academy Drive (left)
 - y. Academy Road (left) into Elysian Park Academy
3. Instructors / road guards will ride with the students evaluating their overall riding skills

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4. CLOSING: Reinforce key learning points
 - a. Fitness, skill, and technique cannot be overemphasized
 - b. There are times when the bike officer is required to ride uphill for an extended period; this requires the officer to maintain a good level of fitness
 - c. Even the best cyclists will feel the effects of an intense effort. However, fatigue should not be used as an excuse for poor technique or lazy riding habits

XXIX. EQUIPMENT RETURN

(60 Min)

Instructional Goal: To return loaned equipment from students

Performance Objectives: Using a learning activity the students will identify the information that was presented during bike school

A. EQUIPMENT RETURN AND AWARDS

1. Introduction of instructor(s)
2. Overview block of training (Equipment return)

B. LEARNING ACTIVITY: Equipment Return and Awards

Purpose: In a large group students will return loaned equipment

1. Students shall return safety equipment
 - a. Students shall assemble at the Bike School trailer to return the following:
 - 1) LAPD bike school bicycle
 - 2) Bicycle helmet
 - 3) Gloves
 - 4) Safety glasses
 - b. Instructors shall inspect equipment as it is returned
2. Submit instructor evaluations
 - a. The primary instructor briefly addresses the class emphasizing the importance of the instructor evaluations as a tool toward continuous improvement of the course
 - b. Students shall then submit completed instructor evaluation forms for each instructor and each block of instruction

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3. DISTRIBUTE: Certificate of Completion to students
4. CLOSING: Reinforce key learning points
 - a. Open forum for last minute remarks, questions, or concerns for the new bicycle patrol officers
 - b. The lead instructor closes with a brief remark emphasizing that cycling and more accurately bike patrol is a perishable skill. These are skills that must be practiced and maintained in order to safely and effectively serve as a member of a Bicycle Patrol Unit