

*S.F. Bay Area Rapid Transit District Police Department*

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3700-30986  
LLIMS (4-hours)

**COURSE GOAL:**

The course will provide the student with the minimum topics of Less Lethal Impact Munitions System (LLIMS) required by POST. The intent of the course is to improve the student's knowledge of use of force laws involving LLIMS, department policies, as well as critical decision-making skills. The course consists of a presentation, facilitated discussion, case study analysis, written test, and scenarios for in-service personnel.

**Less Lethal Impact Munitions Systems**

**Minimum Topics/Exercises:**

- a. Statutory Law
- b. Case Law
- c. Agency Policies
- d. Priority of Life
- e. Physiological and Psychological Effects
- f. De-Escalation
- g. Crowd Control
- h. Rendering First-Aid
- i. Tactics
- j. Basic Maintenance
- k. Marksmanship/Qualification
- l. Written test
- m. Class Exercises
- n. Student Evaluations

**COURSE OBJECTIVES:**

The student will:

1. Demonstrate knowledge of the Less Lethal Impact Munitions System.
2. Identify individual agency's relevant policies that LLIMS is found in and proper use of LLIMS within these policies.
3. Define Psychological and Physiological effects before and after being hit with an Exact Impact round.
4. Identify impact areas/zones and what areas to avoid.
5. Deployment Considerations.
6. Identify appropriate level of force for LLIMS.
7. Develop an understanding of current case law that is applicable to less lethal encounters.

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8. Minimum standards of performance shall be tested by an instructor observing the trainee during their participation in facilitated discussions, case study analysis, and scenarios. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.

**EXPANDED COURSE OUTLINE**

**I. INTRODUCTION/ORIENTATION**

**A. Introduction, Registration and Orientation**

1. Instructor/student introductions
2. Registration/rosters

**B. Course Goals and Objectives**

1. Increase knowledge of use of force laws pertaining to LLIMS
2. Increase knowledge of individual agency's use of force policies
3. Increase understanding of force options decision-making

**II. POLICIES AND LEGAL ISSUES**

**A. Statutory Law**

**V(a)**

**1. Existing law**

**a. AB 392 – Emphasize the importance of necessity**

- 1) "...it is the intent of the Legislature that peace officers use deadly force only when necessary in defense of human life."
- 2) "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 to an objectively reasonable officer."

**b. AB 392 - Emphasize the change in 835a that adds "totality of circumstances" and how it can affect the reasonableness of force that is used**

**1) PC 835a**

- a) Objectively reasonable standard - and how it has been defined in 835a
- b) Fleeing felons
- c) Suicidal persons
- d) Pre-force tactics and conduct of officer/suspect
- e) Discuss the difference in imminent and immediate threat

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- (1) Penal Code defines “Imminent” threat
- (2) When a reasonable officer would perceive a present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury
- 2) AB 48 – Restricts Weapons to Disperse Protests
  - a) Law enforcement may lawfully use kinetic energy projectiles to disperse a protest, ONLY if all of the following requirements are met:
    - (1) *They must only be deployed by a peace officer that has received POST-approved training on their proper use for crowd control*
    - (2) *The use must be objectively reasonable to defend against a threat to life or serious bodily injury to an individual, or to bring an objectively dangerous and unlawful situation safely and effectively under control.*
    - (3) *De-escalation techniques and other alternatives to use of force must have been attempted and must have failed if attempted.*
    - (4) *Repeated, audible announcement must have been made announcing the intent to use the tools.*
- 3) PC 13652 – Restrictions in the use of kinetic energy projectiles and chemical agents by law enforcement to disperse any assembly, protest, or demonstration.
  - a) Law enforcement may lawfully use kinetic energy projectiles and chemical agents if:
    - (1) The Peace Officer has received POST training for crowd control
    - (2) Usage is objectively reasonable to defend against a threat to life or serious bodily injury, or to bring an objectively dangerous and unlawful situation safely and effectively under control.

B. Case Law

**V(b)**

1. Foundational cases
  - a. Graham v. Connor
  - b. Canton v. Harris
  - c. O’Kneal v. DeKalb County
  - d. Plakas v. Drinski
  - e. Davis v. Mason County
  - f. Quezada v. County of Bernalillo
  - g. Deorle v. Rutherford

C. Agency’s Relevant Policies

**V(c)**

1. Policy 300 Use of Force review

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2. Policy 308 Control Devices and Techniques
3. Policy 459 Crowd Management & Crowd Control
4. Officer's responsibility to notify supervisor following use of force
5. Supervisor's responsibility following a notification
6. Body worn cameras (activations and use)

III. REVERENCE FOR HUMAN LIFE AND DUTY TO INTERCEDE **V(d, f)**

A. Reverence for Human Life

1. What does "reverence for human life" mean?
2. How is this applied to the use of force?
3. What are the consequences and liabilities?
  - a. Criminal
  - b. Civil
  - c. Administrative
  - d. Moral/ethical

B. Rendering First-Aid **V(g)**

1. What is your responsibility to render first-aid?
2. How does one deem when it is safe to render first-aid?
3. Discuss agency policy regarding handcuffing techniques when rendering aid to subjects who are severely injured or possibly deceased
4. Agency's policy on rendering first-aid

IV. DE-ESCALATION AND VERBAL COMMANDS **V(e)**

A. De-Escalation

1. What is it?
2. How is it used?
3. What are the key components and considerations?

B. Verbal Communications versus Verbal Commands

1. How does verbal communication fit in as a force option?
2. How is it used as a tool for de-escalation?
3. How might either verbal communication or commands affect the outcome of a situation?

C. Control the Environment

1. Tactical pause
2. Slow down when situation permits
3. Gather information
4. Develop a plan
5. Time + Distance = Options

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- D. Making Sound Decisions
  - 1. What is important right now?
  - 2. Set priorities
  - 3. Think through your choices
  - 4. Make sound decisions

V. CROWD CONTROL DEPLOYMENTS

- A. AB48 and PC13652 responsibilities and considerations
- B. Rules of engagements in a crowd control setting
- C. Deploying Chemical Agents

VI. CLASS EXERCISES AND STUDENT EVALUATIONS/TESTING

**V(h)**

- A. Written test will be administered
- B. LLIMS nomenclature and pre-deployment checklist
- C. LLIMS manipulations, marksmanship, LLIMS qualification
  - 1. Practice manipulations and verbal de-escalations
    - a. Manipulate sling
    - b. Operating Optic
    - c. Loading and unloading munitions
  - 2. Course of Fire:
    - a. Round 1-designated zone strike, double action, from 25 yards
    - b. Round 2-designated zone strike, single action, from 25 yards
    - c. Round 3 (Qualification)-designated zone strike, from 25 yards
- D. Practice engaging in potential use of force situations via active process
  - 1. Participation in role play scenarios
  - 2. Use of multi less lethal options and deployment considerations
  - 3. Use of lethal options and deployment considerations
  - 4. Observation of role play scenarios
  - 5. Debrief of role play scenarios using the following lenses:
    - a. Department policy/legal standards
    - b. Tactics
- E. Evaluation of potential use of force situations via instructor
  - 1. Evaluate role play scenarios
  - 2. Feedback from peers
  - 3. Feedback and debrief from instructors using the following lenses:
    - a. Department policy/legal standards
    - b. Tactics