

**Los Angeles Police Department
Firearms/Tactical Shotgun
1850-32085
Expanded Course Outline
24 hours**

Instructional Goal: To review/update the student's knowledge of the most current UOF policy ¹as well as the knowledge, skills, techniques and training to successfully utilize the tactical/Benelli shotgun in tactical situations and qualify.

Performance Objectives: Using lecture, group discussion, learning activities, practical application and testing, the student will:

- ❑ Demonstrate the knowledge, skills and ability to safely manipulate the Benelli shotgun
- ❑ Review and discuss Department policy, legal issues, and use of force options that are applicable in a use of force case study
- ❑ Demonstrate the ability to shoot accurately in varied tactical situations
- ❑ Shoot a qualifying score on the Department's 15-round Shotgun Qualification Course.
- ❑ Demonstrate the ability to disassemble, care and cleaning of the Benelli shotgun
- ❑ Additional/ Optional: Slug Shotgun Qualification or rectification
- ❑ Demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation², 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.

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

This course provides updated legislative content of Penal Code Section 835a

I. BENELLI SHOTGUN COURSE OVERVIEW

(120 min)

A. Introduction

1. Instructor (s)
 - a. Name, Assignment
 - b. Experience
 - c. Distribute POST and Safety roster
2. Brief overview of the training schedule
 - a. Summary of Day 1
 - 1) Course Overview and Course Handout, Safety Guidelines
 - 2) Firearms Safety and Use of Force handout and scenarios
 - 3) Shotgun Marksmanship, Exam and Review
 - 4) Overview of Benelli shotgun
 - 5) Care and cleaning
 - 6) Manipulation
 - 7) Sight-in shotguns
 - b. Summary of Day 2
 - 1) Practice shotgun manipulation skills
 - 2) Live-fire drills
 - 3) Benelli Qualification Course

¹ Department Manual Section 1/556.10, Policy on the Use of Force

² Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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- c. Summary of Day 3
 - 1) Malfunction clearance drills
 - 2) Reload drills
 - 3) Tactical live-fire drills
 - 4) Light systems
 - 5) Slug Shotgun Qualification/recert

3. Overview Safety Plan: IIPP Guidelines **(PSP I c)**

- a. Safety guidelines apply to all training given by the Department. These guidelines insure that staff and participants are aware of potential hazardous situations and how to avoid it.
- b. Distribute and discuss safety guidelines handout.
- c. 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.
- d. Protective eye and ear protection (American National Standards Institute [ANSI] approved) shall be worn if blanks or live rounds are used during a practical application.
- 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. Notify the Fire Department rescue ambulance (213-485-6185) via telephone, cellular phone, or police radio. Give specific directions to the location of the incident.
 - 2) In case of a serious injury, all IIPP notifications and protocol shall be followed.
 - 3) At each training location, there is a notebook located in the training unit’s office also containing the emergency plan that is in place.
 - 4) The supervisor will ensure that the necessary worker compensation forms (PDAS-43) and other reports (Employee Notification Form 15.7) are completed in a timely manner.
 - 5) Transport to the local hospital for a minor injury

B. GROUP DISCUSSION: The Four Basic Firearm Safety Rules

Purpose: To review the Four Basic Safety Rules by causing the student to think about and consider their importance and application on the range as well as in the field.

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Procedures: Large group discussion

1. Conduct an open discussion that will cause the student to review and think about the importance of the Four Basic Firearm Safety Rules
 - 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

2. Consider asking the class questions about the application of the Four Basic Firearms Safety Rules and solicit their responses. Use the following examples or some of your own.
 - a. Which of the Four Basic Firearm Safety Rules do you think is the most important one and why?
 - b. Which of the Four Basic Firearm Safety Rules is violated on the range the most and why?
 - c. Which of the Four Basic Firearm Safety Rules is violated in the field the most and why?
 - d. Which of the Four Basic Firearm Safety Rules is violated in the home the most and why?

3. Reinforce that the safety rules apply at home and in the field as well as on the range

C. DISTRIBUTE: Handout "Benelli Shotgun Course Handout"

1. Overview the handout and ensure to address the key points

2. Benelli Shotgun Course Requirements
 - The student must already be trained and certified to operate a Remington 870 shotgun

3. The following requirements apply if the operator requests certification to utilize slug ammo in the Benelli
 - a. The student shall pass the Department Shotgun Slug Qualification Course

 - b. Upon successful completion of this transition course, the officer will be issued five rounds of shotgun slug ammunition and then may carry it in a spare ammunition carrier (e.g. butt cuff) to be deployed in the field

 - c. In order to remain certified to utilize shotgun slugs in the field, the student must qualify with their Benelli shotgun during the bi-annual Benelli re-certification periods using shotgun slug ammunition.

 - d. A serious violation of any safety rule is grounds for immediate removal from the class.

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4. Review current Department policy governing the deployment of the Department shotgun³

II. USE OF FORCE POLICY REVIEW AND DE-ESCALATION (60 min) (PSP I h, I, j)

Review and discuss the Use of Force Policy - revised including Reverence for Human Life, Moral and Ethical Dilemma, Deadly Force, Tactical De-escalation and Command and Control: Group Discussion

Procedure: Conduct and open discussion, addressing legal updates and the Los Angeles Police Department Use of Force Policy, Tactical Consideration and De- Escalation

A. California Penal Code Section 835(a)⁴

1. Updated pursuant to Assembly Bill 392 that was signed into law on August 19, 2019 and effective as of January 1, 2020.
2. Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to:
 - a. Defend themselves,
 - b. Defend Others,
 - c. Effect an arrest,
 - d. Prevent escape/detention, or
 - e. Overcome Resistance
3. 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.
4. 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.
5. A peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the circumstances, that such force is necessary for either of the following reasons:
 - a. To defend against an imminent threat of death or serious bodily injury to the officer or to another person.
 - b. 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

³ Manual- 3/611.60 Deployment of Shotgun Slug Ammunition (SSA) & 1/556.90 Use of Urban Police Rifle and Shotgun Slug Ammunition

⁴ California Penal Code Section 835a

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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.

6. "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.
7. "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.
8. 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.
9. 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.

B. Graham v. Connor 490 U.S. 386 (1989)

1. Affirms the "objectively reasonable" standard and states that the "reasonableness" of a particular use of force must be judged from the perspective of a reasonable officer on the scene, and its calculus must embody an allowance for the fact that police officers are often forced to make split-second decisions about the amount of force necessary in a particular situation.
2. Reasonableness judged without the 20/20 vision of hindsight.
3. The test of reasonableness is not capable of precise definition or mechanical application

C. Tennessee v. Garner, 471 U.S. 1 (1985)

Under the Fourth Amendment of the U.S. Constitution, a police officer may use deadly force to prevent the escape of a fleeing suspect only if the officer has a good-faith belief that the suspect poses a significant threat of death or serious physical injury to the officer or others.

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D. LAPD Use of Force Policy⁵

1. Updated to reflect new 835(a) PC regarding the use of force by a peace officer, to include deadly force.
2. Guiding principle when using force shall be reverence for human life
3. Factors used to determine reasonableness may include but are not limited to:
 - a. The feasibility of using de-escalation tactics;
 - b. The seriousness of the crime or suspected offense;
 - c. The level of threat or resistance presented by the subject;
 - d. Whether the subject was posing an immediate threat to officers or a danger to the community;
 - e. The potential for injury to citizens, officers or subjects;
 - f. The risk or apparent attempt by the subject to escape;
 - g. The conduct of the subject being confronted (as reasonably perceived by the officer at the time);
 - h. The amount of time and any changing circumstances during which the officer had to determine the type and amount of force that appeared to be reasonable;
 - i. The availability of other resources;
 - j. The training and experience of the officer;
 - k. The proximity or access of weapons to the subject;
 - l. Officer versus subject factors such as age, size, relative strength, skill level, injury/exhaustion and number of officers versus subjects; and,
 - m. The environmental factors and/or other exigent circumstances.
4. The Department will analyze an officer's use of deadly force by evaluating the totality of the circumstances of each case consistent with the California Penal Code Section 835(a), as well as the factors articulated in *Graham v. Connor*.
5. **Serious Bodily Injury:**

Pursuant to California Penal Code Section 243(f)(4), Serious bodily injury includes but is not limited to:

- a. Loss of consciousness;
- b. Concussion;
- c. Bone fracture;
- d. Protracted loss or impairment of function of any bodily member or organ;
- e. A wound requiring extensive suturing; and,
- f. Serious disfigurement.

6. Shooting at or from a moving vehicle:

It is the policy of this Department that firearms shall not be discharged at a moving vehicle unless a person in the vehicle is immediately threatening the officer or another person with deadly force by means other than the vehicle. The moving

⁵ Department Manual Section 1/556.10, Policy on the Use of Force

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vehicle itself shall not presumptively constitute a threat that justifies an officer's use of deadly force. An officer threatened by an oncoming vehicle shall move out of its path instead of discharging a firearm at it or any of its occupants. Firearms shall not be discharged from a moving vehicle, except in exigent circumstances and *consistent with this policy in regard to the use of Deadly Force*.

Note: It is understood that the policy in regard to discharging a firearm at or from a moving vehicle may not cover every situation that may arise. In all situations, Department members are expected to act with intelligence and exercise sound judgment, attending to the spirit of this policy. Any deviations from the provisions of this policy shall be examined rigorously on a case by case basis. The involved officer must be able to articulate clearly the reasons for the use of deadly force. Factors that may be considered include whether the officer's life or the lives of others were in immediate peril and there was no reasonable or apparent means of escape.

7. Warning Shots:

It is the policy of this Department that warning shots shall only be used in exceptional circumstances where it might reasonably be expected to avoid the need to use deadly force. Generally, warning shots shall be directed in a manner that minimizes the risk of injury to innocent persons, ricochet dangers and property damage.

E. LAPD Drawing and Exhibiting Policy⁶

1. Unnecessarily or prematurely drawing or exhibiting a firearm limits an officer's alternatives in controlling a situation, creates unnecessary anxiety on the part of citizens, and may result in an unwarranted or accidental discharge of the firearm. An officer's decision to draw or exhibit a firearm should be based on the tactical situation and the officer's reasonable belief there is a substantial risk that the situation may escalate to the point where deadly force may be justified.
2. When an officer has determined that the use of deadly force is not necessary, the officer shall, as soon as practicable, secure or holster the firearm.

F. Tactical De-Escalation Techniques⁷

1. Guided by the principal of reverence for human life.
2. The use of techniques to:
 - g. Reduce the intensity of an encounter with a suspect; and,
 - h. Enable an officer to have additional options to gain voluntary compliance; or,
 - i. Mitigate the need to use a higher level of force.
 - j. All while maintaining control of the situation.

⁶ Manual, Volume 1 Section 556.80, Drawing or Exhibiting Firearms

⁷ Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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3. Tactical de-escalation **DOES NOT** require that an officer compromise their safety or increase the risk of physical harm to the public.
4. Tactical de-escalation techniques should only be used when it is safe and prudent to do so.
 - **P**lanning
 - **A**ssessment
 - **T**ime
 - **R**edeployment and/or containment
 - **O**ther Resources
 - **L**ines of communication
5. Ask – What is the goal of any tactical situation?
 - a. Preservation of life
 - 1) Officers' lives
 - 2) The community/people in our city
 - 3) The suspects' lives
 - b. Control the situation
 - c. Control the suspect
 - d. Self-control
 - 1) Prevent excessive use of force
 - 2) Practice tactical de-escalation techniques
6. Ask – When we demonstrate a reverence for human life, what effect does it have in our communities?
 - a. Builds public trust
 - b. Opens the door to better relationships
 - c. Helps establish partnerships
 - d. Demonstrates Procedural Justice in our policing

G. Command and Control⁸

1. The use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
2. Initial responsibility to begin the process to develop a plan of action falls upon the senior officer, or any officer on-scene who has gained sufficient situational awareness.
 - a. Ensure reasonable numbers of Designated Cover Officers (DCO) for both lethal and less-lethal cover.
 - b. Reduce over-response or over-deployment to specific duties and responsibilities.
 - c. Maintain officer safety through personnel location and assignment.
3. Tactical considerations
 - a) 4 C's of tactics
 - 1) Containment
 - 2) Control

⁸ Training Bulletin, Volume XLVII Issue 4, *COMMAND AND CONTROL*

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- 3) Communication
- 4) Coordinate
- b) Edged Weapons
 - 1) Distance + Cover = Time to make a decision
 - 2) Time allows for the possibility to utilize less lethal options
 - 3) Knives do have the capability to cause serious bodily injury or death
 - 4) Knives often constitute a deadly force situation
- c) Other reasons for non-compliance by the individuals (117c)
 - 1) Language barriers
 - 2) Disabilities
- d) Critical points (112)
 - 1) When communicating with individuals always be aware of cover, concealment and distance
 - 2) Distance from the threat equates to time to react to the threat
 - 3) The goal of the use of force is to gain control of the individual
 - 4) Consideration should be given to the possibility that the officers may encounter persons with mental illness or persons displaying symptoms of mental illness and who may be incapable of understanding commands and are non-responsive
 - 5) Failure to follow police directions during an episode is most likely not a deliberate act of defiance
 - 6) Emphasis should be placed on the need to attempt to de-escalate situations involving persons with mental illness when the opportunity presents itself. This, in no way, implies that officers should not utilize force to protect themselves or others when reasonable.

H. Moral and Ethical Dilemmas

Expected Responses:

- a) Shoot or no shoot situation
- b) Youthful offenders
 - 1) Age is not a legal consideration
 - 2) The Department has always utilized extreme caution with respect to the use of deadly force against youthful offenders
 - 3) Nothing in the use of force policy is intended to reduce the degree of care required in such cases.
- c) Consequences of not using lethal force
- d) Public perception
- e) Police/peer perception
- f) Family's perception
- g) "Suicide by Cop"
- h) Subject uses the officer as an instrument of the suicide
- i) Mental illness is not a criminal offense
- j) Consequences of using lethal force on someone who is hurting themselves

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- k) What identifies an ethical dilemma
 - 1) Right vs. Right?
 - 2) Driven by Values and Principles
 - 3) Complexity of issues
 - 4) Realities and pressures
- l) More than one right option
 - 1) Facing a difficult situation where two apparent right courses of action are possible and making a conscious decision to take the course of action that points to the highest value.

I. Deployment Considerations for Rifle/Tactical Shotgun

- (1) Suspect is wearing or possibly wearing body armor
 - (2) Covering the approach of officers to a structure or location where the suspect has high ground, position of advantage, fortified position
 - (3) Suspect is armed with a weapon superior to what officers have immediately available
 - (4) An incident where the ranges involved are in excess of the 15-25 yard effective range of the typical patrol equipment
 - (5) MACTAC
- (b) Other Tactical Considerations / Appropriate Weapon system
- (1) Building searches with no extenuating circumstances where a shotgun or handgun would be a more practical option
 - (2) Felony Vehicle stops with no extenuating circumstances where a shotgun or handgun would be a more practical option
 - (3) Are there enough Rifles already deployed at the incident where there is a single threat or suspect
 - (4) An incident where the ranges involved are within the 15-25 yard effective range of the typical patrol equipment

Procedures: Small group activity

(PSP I i)

1. **DISTRIBUTE:** Case Study 1- Youthful Offender and Case Study 2 - Person with Mental Illness to all students

Case Study 1 - Juvenile

While on uniformed patrol at 1300 hrs, you receive a radio call "See the woman, who will direct officer to an 8 year old juvenile armed with a firearm. P/R has heard one shot fired."

Upon arriving at the location, you are met by the P/R who points out the juvenile. As you turn to see the juvenile, you see several young children running from the location. You immediately see the juvenile armed with a blue steel handgun in his right hand. You order the juvenile to drop the firearm as you unholster your weapon and deploy to cover. The juvenile fails to drop the firearm and begins walking towards you with the firearm still in his right hand.

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Case Study 2 - Person with a Mental Illness

While on uniformed patrol at 1300 hrs. you receive a radio call "See the woman, wife states her husband is in their home breaking objects inside the house. Wife states her husband is mentally ill and has failed to take his medicine for the past 3 days."

Upon arrival officers meet the P/R who states her husband is inside their house right now breaking the furniture and decorations. Officers see that the P/R has a cut on her right arm. P/R states that her husband accidentally cut her with a knife as she attempted to stop him, before calling the police. You request back-up and a supervisor along with a Beanbag shotgun and TASER to your location. After the arrival of your requests you make a tactical plan and then make contact with the suspect inside his residence. You observe the suspect standing in the doorway between the living room and the kitchen. The suspect states to you, "All of you get out of my house now, I cannot deal with this." At this time you see the suspect enter the kitchen and walk toward a cutlery block on the counter. The suspect, who is approximately 15 to 18 feet from you, then reaches out and arms himself with a large butcher's knife from the block. The suspect turns toward the officers and re-states, "I told you I cannot deal with this." The suspect then takes the butcher's knife and begins to slash himself across his torso with the knife.

2. **DISTRIBUTE:** Office of the Chief of Police, Special Order No. 4, Policy on the Use of Force - Revised, February 5, 2020; Directive No. 16, Tactical De-Escalation Techniques, October 2016; Training Bulletin Volume XLVII Issue 4, Command and Control, July 2018; Office of Administrative Services Notice 1.3, Use of Less-lethal Force Clarification, January 2018.

(PSP I h, j)

3. Advise the groups to utilize the handout during the activity and to analyze the situation and prepare to report findings
- a. Articulate the actions / behavior of the individual in the situation
 - b. Articulate the actions/behavior of an officer in the situation
4. Ask a student to read aloud while the other students follow along Case Study 1 – Youthful Offender
5. Ask each student to consider and discuss the following:
- a. What tactical concerns should the officers have as they respond to the area?
 - 1) Tactical plan with partner
 - 2) Identify specifics that should be addressed
 - b. What considerations are there to be in compliance with LAPD policy and legal requirements?
 - 1) communicate code 6 location
 - 2) use of force policy
 - 3) certification

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- c. Where does the situation fall within the situational use of force options? And what options are available?
 - Discuss aspects as they relate to each of the scenarios
 - d. What are the moral obligations and ethical dilemmas in this situation?
 - Discuss issues related to each of the scenarios
 - e. What De-Escalation techniques were used?
 - Discuss issues related to each of the scenarios
6. As the students are reading the case study, draw three columns on the white board or flip chart (if conducted in the classroom, if conducted in a location w/o boards ask the question and cluster the responses into the 3 categories)
7. Title the columns **Policy/Legal Issues, Use of Force Options, Moral Obligations/Ethical Dilemmas**
8. The instructor should then solicit responses from the students addressing the following three areas:
- Policy Issues
 - Use of Force Options
 - Tactical Issues/De-Escalation
9. As the instructor debriefs each case study, the student responses should be written on the board or flip chart in the appropriate column, if available.
10. Repeat the process for Case Study 2 – Person with a Mental Illness
11. The following information can be used to debrief both of the case studies. Ensure that the case study specific information is listed on the white board/flip chart during the specific debrief. When writing the students' responses on the board, paraphrase the key points and list them under the appropriate column
- Ensure that the following points are covered in large group discussion:
 - a. Tactical considerations
 - 1) 4 C's of tactics
 - a) Containment
 - b) Control
 - c) Communication
 - d) Coordinate
 - 2) Tactical De-Escalation Techniques
 - a) Planning
 - b) Assessment
 - c) Time

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- d) Redeployment and or Containment
 - e) Other Resources
 - f) Lines of Communication
- 3) Edged Weapons
- a) Distance + Cover = Time to make a decision
 - b) Time allows for the possibility to utilize less lethal options
 - c) Knives do have the capability to cause serious bodily injury or death
 - d) Knives often constitute a deadly force situation
- 4) Other reasons for non-compliance by the individuals
- a) Language barriers
 - b) Disabilities
- 5) Critical points
- a) When communicating with individuals always be aware of cover, concealment and distance
 - b) Distance from the threat equates to time to react to the threat
 - c) Exert as much control as is needed to stay safe
 - d) Consideration should be given to the possibility that the officers may encounter persons with mental illness or persons displaying symptoms of mental illness and who may be incapable of understanding commands and are non-responsive
 - e) Failure to follow police directions during an episode is most likely not a deliberate act of defiance
 - f) Emphasis should be placed on the need to attempt to de-escalate situations involving persons with mental illness when the opportunity presents itself. This, in no way, implies that officers should not utilize force to protect themselves or others when reasonable.
- 6) Less-Lethal Force Clarification⁹
- a) Less-Lethal force options (OC Spray, baton, TASER, Beanbag Shotgun, 40mm Less-Lethal Launcher (LLL) and Less-Lethal munitions) are only permissible when:
 - (1) An officer reasonably believes the suspect or subject is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.
 - b) Less-Lethal force options shall not be used for a suspect or subject who is:
 - (1) Passively resisting, or

⁹ Office of Administrative Services Notice 1.3, Use of Less-Lethal Force Clarification

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- (2) Merely failing to comply with commands.
 - c) Verbal threats of violence or mere non-compliance do not alone justify the use of Less-Lethal force.
 - d) In addition, generally, an officer shall give a verbal warning prior to using such force when feasible.
- b. An officer shall give a verbal warning, **when feasible**, in situations which require the use of¹⁰
- 1) Oleoresin Capsicum (OC)¹¹
 - (a) Consistent with the Department's Use of Force Policy, an officer may use OC Spray when an officer reasonably believes the suspect or subject:
 - (1) Is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.
 - (b) The following do not alone justify the use of the OC SPRAY:
 - (1) Verbal threats of violence
 - (2) Mere non-compliance
 - (c) OC primarily affects the eyes, the respiratory system and the skin.
 - d) The ideal range for OC is 3-12 feet
 - e) Advantages
 - f) Disadvantages
 - 2) Electronic Control Device (TASER)¹²
 - (a) Consistent with the Department's Use of Force Policy, an officer may use the TASER when an officer reasonably believes the suspect or subject:
 - (1) Is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.
 - (b) The following do not alone justify the use of the TASER:
 - (1) Verbal threats of violence
 - (2) Mere non-compliance
 - (c) Causes Neuro-muscular Incapacitation (NMI) which is an involuntary stimulation of both the sensory and motor nerves
 - (d) Effective from 0-21 or 25 feet depending on cartridge used; Optimal Range is 7-15 feet
 - (e) Advantages
 - (f) Disadvantages

¹⁰ HRB Notice 9/28/01, Verbal Warning Requirement for a Use of Force-Revised

¹¹ Use of Force-Tactics Directive, Oleoresin Capsicum

¹² Use of Force-Tactics Directive, Electronic Control Device TASER

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- 3) Beanbag Shotgun¹³
 - (a) Consistent with the Department's Use of Force Policy, an officer may use the Beanbag Shotgun when an officer reasonably believes the suspect or subject:
 - (1) Is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.
 - (b) The following do not alone justify the use of the Beanbag Shotgun:
 - (1) Verbal Threats of violence
 - (2) Mere non-compliance
 - (c) Super-sock rounds are designed to be non-penetrating, and upon striking a target distribute energy over a broad surface area.
 - (d) Recommended deployment is from 5-45 feet.
 - (e) Advantages
 - (f) Disadvantages

- 4) 40mm Less-Lethal Launcher (LLL)¹⁴
 - (a) Consistent with the Department's Use of Force Policy, an officer may use the 40mm LLL when an officer reasonably believes the suspect or subject:
 - (1) Is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.
 - (b) The following do not alone justify the use of the 40mm LLL:
 - (1) Verbal threats of violence
 - (2) Mere non-compliance
 - (c) Recommended deployment is from 5-110 feet.
 - (d) Advantages

c. Moral Obligations/Ethical Dilemmas

(PSP I j)

Expected Responses:

- 1) Shoot or no shoot situation
- 2) Youthful offenders
- 3) Living with the use of deadly force against a child
- 4) Consequences of not using lethal force
- 5) Public perception
- 6) Police/peer perception
- 7) Family's perception
- 8) "Suicide by Cop"
- 9) Subject uses the officer as an instrument of the suicide
- 10) Mental illness is not a criminal offense

¹³ Use of Force-Tactics Directive, Beanbag Shotgun

¹⁴ Use of Force-Tactics Directive, 40mm Less-Lethal Launcher

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- 11) Consequences of using lethal force on someone who is hurting themselves
- 12) Use of Beanbag shotgun at less than 5 feet

d. What identifies an ethical dilemma

- 1) Right vs. Right?
- 2) Driven by Values and Principles
- 3) Complexity of issues
 - Realities and pressures
- 4) More than one right option
 - Facing a difficult situation where two apparent right courses of action are possible and making a conscious decision to take the course of action that points to the highest value

J. **GROUP DISCUSSION:** Shotgun Marksmanship **(PSP I d)**

Purpose: The following elements of shotgun marksmanship are listed in a specific sequence designed to provide the student with a mental checklist and reminder of the key elements and their necessary sequence required to fire the shotgun reliably, accurately and quickly.

Procedures: Conduct an open discussion, addressing the key points related to the proper sequence of marksmanship

- Stance/ Platform
- Shoulder Position and Cheek-weld
- Sight Alignment / Sight Picture
- Trigger Control / Accuracy

1. Stance/ Platform

- a. The shooter's stance or platform when firing the shotgun should provide the shooter with a stable and balanced position that will enable the shooter to manage and recover from the substantial recoil of the 12 gauge shotgun
- b. The stance or platform is best described as the shooter's body position relative to the presentation of the shotgun onto the target. This may include, but is not limited to, standing, kneeling, and prone positions.
- c. It is essential that the proper stance or platform incorporates a solid base, which is the shooter's connection to the ground, as well as good balance.
- d. The proper balance when firing a shotgun will position the shooter's weight well forward of center in order to manage the substantial recoil from the shotgun when it is fired

2. Shoulder Position and Cheek-weld

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- a. The proper shoulder position and cheek-weld are important to avoid any injury and pain while firing the shotgun
- b. A proper cheek-weld also ensures that the shooter's eye is in the proper position directly centered behind the rear sight. This will ensure a consistent sight picture for every shot fired
- c. The instructor should demonstrate the proper shouldering and cheek-weld of the shotgun to the students while demonstrating a solid stance and good balance at the same time

3. Sight Alignment / Sight Picture

- a. Describe for the students what the proper alignment of the front and rear sights looks like for the Benelli shotgun. The instructor may draw a sketch on the board or use props to demonstrate the proper alignment.
- b. Explain that proper sight picture is defined as the relationship of the properly aligned sights accurately indexed or placed on the part of the target where the shooter intends for the fired projectile(s) to impact.

4. Trigger Control / Accuracy

- a. Explain that the trigger is activated with smooth continuous pressure to the rear until achieving a surprise break while maintaining proper follow through.

III. INTRODUCTION TO BENELLI SHOTGUN

(120 min)

- A. 12 gauge, semi-automatic recoil-operated, and gas assisted variants.
 - This weapon follows the Department policy of drawing and exhibiting
- B. 6 round capacity
 1. enhanced with sidesaddle and elastic butt cuff (optional)
 2. vest ammo carrier
- C. 14inch barrel for entry capabilities
 - This barrel make the weapon a class 3 weapon
- D. Tactical sling
 1. Recommended to be supplied with the weapon
 2. care and maintenance

IV. DISASSEMBLY/CARE AND CLEANING

(60 min)

- A. Shotgun nomenclature
 - See handout for nomenclature of the weapon
- B. Demonstrate disassembly/describe each component and cover cleaning and lubrication

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1. Verify that the weapon is empty of any ammo
2. Point out locations to place lubrication

C. Reassemble

1. Show the reassembling of the weapon
2. The importance of the order of the rings for the light assembly

D. The student will then field strip, clean, lubricate, and re-assemble their shotgun¹⁵

V. SHOTGUN MANIPULATION SKILLS

(180 min)

A. **DEMONSTRATION:** Shotgun Manipulation Skills

(PSP I b,f)

Purpose: To provide students with the opportunity to apply the knowledge, skills and training they have received related to shotgun manipulation.

The drills/exercises, should build in difficulty throughout the training block. These drills should provide the opportunity to coach the student through their mistakes and assist them in performing the appropriate manipulation skill when required during testing, as well as in the field. This should be a positive learning experience for all involved.

As the instructor, your goal is to evaluate and determine if the students have developed the skills necessary to pass the Department Qualification Course and are ready to move on in the training.

Procedures: Individual activity

1. This activity is conducted on the range
2. Ensure that the instructor to student ratio is 1:5
3. Have the students bring the necessary equipment, including eye and ear protection, to the range
4. Assemble the students together near the center of the range
5. Point out the importance of being able to safely and effectively manipulate the shotgun
6. The instructor will demonstrate the following Benelli shotgun manipulation skills set to the student as set forth in the LAPD SITS Manual¹⁶
 - a. Weapon verification – unloaded condition
 - 1) Action open
 - 2) Safety on

¹⁵ Manual-3/610.40, Maintenance of Firearms

¹⁶ Shotgun Instructor Training School Manual

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- 3) Visually check the chamber
- 4) Visually check the magazine tube

b. Safety Check – BEEFSS

- 1) Barrel
- 2) Ejector
- 3) Extractor
- 4) Firing Pin
- 5) Safety
- 6) Shell Carrier

c. Chamber checks

- 1) Daytime
- 2) Low-light

d. Loading

e. Unloading (clearing)

f. Downloading

g. Speed reload

h. Chamber load

i. Select slug roll-out

j. Pre-load

k. Positions

- 1) Port arms
- 2) Low ready
- 3) On-target

l. Combat Functions

- 1) Tactical Load
- 2) Speed Load
- 3) Chamber Load
- 4) Loading from Side saddle
- 5) Loading from butt cuff

m. Malfunction Clearances

- 1) Class 1 Malfunction (failure to fire)
- 2) Class 2 malfunction (stove pipe)
- 3) Class three malfunction (double feed)

7. At the conclusion of the demonstration clarify any areas of concern

8. Reinforce the importance of safety, especially keeping the trigger finger off the trigger, during all shotgun manipulations

B. DRILLS: Shotgun Manipulation Skills

(PSP I b,f)

Procedures:

1. Each student will be assigned to a shooting lane with the necessary equipment

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2. The primary instructor will then give commands to the students to conduct drills to practice the demonstrated skill set
3. Other instructors will assist the students with the shotgun manipulation skills
4. As the drills continue to build, monitor and provide assistance as needed
5. Utilizing the skill set that was presented during the demonstration, reinforce the correct shotgun manipulation skills throughout the drills.
6. The primary instructor will determine by observation of the students' performance how much time to spend on each manipulation skill before moving on to the next skill. The instructor should feel confident that the students are proficient with each manipulation skill before moving on to the next skill

END OF DAY ONE

VI. MANIPULATION REVIEW

(60 min)

- A. While the students are in the classroom, the instructors will sight-in the students' shotguns to ensure that they are properly zeroed before the students begin the live fire drills
 1. **Instructors will need 5 rounds of slug and 5 of duty ammo per weapon for sight-in**
 2. The shotgun sights then should be marked after they have been sighted-in.
 3. In the event that the sights are moved or become loose, the sights can be returned to their mark without the need to sight-in the shotgun again at the range
- B. Weapon sight- in / patterning **(PSP I d)**
 1. Duty slugs at 25 yards from bench rest or prone
 2. Check duty ammo patterning from 3 yards to 15 yards
- C. Manipulation Drill Review
 1. Conduct a review of manipulations
 2. Have students perform the drills that were performed on Day One
 3. Ensure that students that are having difficulty with a specific procedure are provided additional training and review on the specific drill
 4. Continue drills until the instructor is satisfied with student performance

VII. LIVE FIRE DRILLS

(240 min)

Throughout the live fire drills, the student will remain on and conduct the drills on their previously assigned shooting lane

- A. **PRACTICAL APPLICATION:** Slow-Fire Drills Emphasizing Accuracy **(PSP I b,d,e)**

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Procedures: Individual activity (Drills may vary slightly at the discretion of the instructor)

1. The student will need 50 rounds of ammunition to complete the live-fire training drills
2. At the 10 yard line, have the student load four rounds into the shotgun and place six rounds into the butt cuff for use during reloads, and then standby at the port arms position
3. After properly identifying / recognizing the target, the student will fire three slow-fire rounds at the left target's head. The student should be attempting to fire as small a group as possible
4. When the student has finished firing the three rounds, they should speed reload two rounds, assess and re-engage the safety, and then return to the port arms position
5. The instructor will then give commands for the students to move back to the 15-yard line. Remind the students to keep the muzzle of the shotguns pointed upward and in a safe direction
6. At the 15-yard line, the student will fire three slow-fire rounds at the left target's body, with the emphasis on firing as small a group as possible
7. When the shooter has completed firing the three rounds, they shall ensure that the action is open, safety is on, and visually check to make sure there is no ammunition in the chamber or magazine tube.
8. Upon command of the range master, all students will sling their shotguns or place in the racks.
9. Once the range master has declared the line to be safe, the range master will give the command for the students to move downrange and mark a circle around the three body shots fired from the 15-yard line
10. The students should then return to the 15-yard line and standby for further commands from the range master

B. PRACTICAL APPLICATION: Select Slug Drill (For GND Personnel only)

Procedures: Individual activity (Optional drill, at instructor's discretion)

1. At the 10-yard line, have the students load one dummy round into the chamber and one dummy round in the magazine tube of their shotgun and stand by at the port arms position
2. The student should have six rounds of slug ammunition loaded into their butt cuff and two additional dummy rounds available in their waistband or pocket
3. Upon command of the range master, the student will assume the low ready position

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4. When the right target faces, the students will transition the shotgun to slug ammunition by using the preloading technique. The student should preload two rounds of slug ammunition
5. The student will then fire two headshots on the right target's head with no time limit
6. The student will then return to the low ready, assess and re-engage the safety
7. The instructor will then move the students back to the 15-yard line and repeat the steps above to conduct the same drill utilizing the preloading technique. However at the 15-yard line, the student will fire two body shots with no time limit
8. Remember to have the student load one dummy round into the magazine tube before they begin the drill. This will ensure that they have one dummy round in the chamber and one dummy round in the magazine tube when they begin the drill
9. Upon completion of these drills, the student, along with an instructor, should examine the fired slugs' group sizes in order to identify any marksmanship problems

C. PRACTICAL APPLICATION: Shotgun Live-Fire Tactical Drills (PSP I a,e,g)

Procedures: Individual Activity

1. Assemble the students together off of the range so that they cannot see the targets being put into the target frames
2. **Demonstrate:** Shooting on the move
 - a. Stance
 - 1) Feet shoulder width apart facing in the direction you are headed
 - 2) Bend forward with chest over feet with knees slightly bent
 - 3) No check weld unless shooting
 - b. Movement
 - 1) Duck walk
 - 2) Even steps (no drag step)
3. **Drills:** Shooting on the move
 - a. Conduct pairs and failure drills starting at 10 yard lines
 - b. Debrief the drills
 - 1) accuracy
 - 2) safety
4. While the students are assembled and receiving their instructions, have the assisting instructors create situations / exercises that test the students judgment and decision making by randomly placing shoot/no shoot targets in the target

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frames. Each shooting lane will randomly have one “shoot” and one “no-shoot” target or two “no-shoot” targets

5. Drills

- a. Face the targets away so the students cannot see what type of targets are on each lane
- b. Give the students the following instructions to follow in order to complete the live-fire tactical drills:
- c. The students should load their shotgun with 5 rounds
- d. The student will react to the target(s) when they face and decide how to fire at the target(s)
 - 1) When a single target (threat) faces and the student observes it to meet the “shoot” requirement, the student should fire a single shot. If the target is wearing body armor, then the shot should be at the head
 - 2) When two “no-shoot” targets face, the student should not shoot and should maintain the shotgun at the low ready position and not pointed at the target. It is recommended that the shooter verbalize to the “no-shoot” targets. Suggested verbalization might include identifying themselves as a police officer or directions to move out of the way or to move to a certain location
- e. The student should move to and utilize cover during the drill
- f. Before moving to another lane, the student shall place the safety on and assume a port arms position
- g. The students will repeat this drill several times by moving two or three lanes to the right in order to encounter an unknown “shoot/no shoot” combination of targets
- h. The students should wait for commands from the lead instructor before moving to the next lane
- i. The students on the far right of the range will move to the open lanes on the left side of the range when it is time to rotate and change lanes
- j. When a student has shot all of the ammunition and the shotgun is now empty, the student will ensure that the action is open and the safety is on as well as visually check the chamber and magazine tube to ensure that there is no ammunition in the weapon
- k. The student then should place the shotgun on the ground with the muzzle pointing downrange and step back from the firing line

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6. When all of the shooters have fired all of their rounds and all of the shotguns are on the ground, assemble the class together near the center of the range to debrief
 - a. Point out to the students that the purpose of this drill is for them to make the right decision as to which target to shoot and how they will fire at the target
 - b. Answer any questions the students may have about the drills
7. The students will then return to their individual shooting lanes
8. The lead instructor will then give commands to conduct the drills
9. Assisting instructors should observe and give immediate feedback regarding their decision making and performance to the students before they rotate to the next set of targets
10. While the targets are faced for observation, the instructors should move forward and mark with a black marker all misses on the targets. This will allow the next shooter to fire at that particular target to know whether they shot a miss or a hit
11. The lead instructor will make the determination when to conclude the drill when all of the students have run out of ammunition and can no longer continue
12. Upon completion of the drill, point out to the students that it is as important for them to make the proper decision when and what to shoot as it is for them to know how to shoot and properly and safely manipulate their shotguns
13. Advise the students that after their break, the class will practice and then shoot the Shotgun Qualification course of fire for score

VIII. BENELLI SHOTGUN QUALIFICATION COURSE OF FIRE (180 min)

A. PRACTICAL APPLICATION: Shotgun Qualification Course (PSP I b ,d)

Procedures: Individual activity

1. The student will return to their assigned shooting lane
2. The student will dry-fire practice each of the three phases of fire that comprise the Shotgun Qualification Course
 - This will give the student a sense for the timing of the qualification course
3. The students will then live-fire the qualification course one time for practice
4. After the practice round, the students will then fire the Benelli Shotgun Qualification Course will require 15 OO buck / 12 pellet rounds
5. The following is an outline of the Benelli Qualification Course
 - a. 15-yard line, low ready, 1 body shot in 3 seconds, 2 times

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- b. 10-yard line, low ready, 1 body shot in 2 seconds, 2 time
 - c. 10-yard to 7-yard line, low ready, 2 body shots, not timed, 2 times
 - d. 7-yard to 5-yard line, low ready, 2 body shots, not timed, 2 times
 - e. 5-yard line, low ready, failure drill in 3 seconds, 1 time.
6. Each phase of fire will begin with the shotgun at the low ready and the safety on. The student should have their trigger finger positioned on the safety button. After each phase of fire, the shooter will then return to the low ready, assess and re-engage the safety.
 7. To begin the qualification course, the student should have loaded the shotgun with 6 rounds of 00 buck of ammunition
 8. After shots have been fired, have the students tactical reload rounds throughout the course to maintain a ready condition of the shotgun.
 9. Once the line is safe, the instructors will score the the course. All hits should be in the 8, 9, 10 ring. Outside the 8 ring will = minus 1 point for each pellet. More than minus 36 points results in course failure. The headshot is also included in the pellet count.
 10. Upon completion of the qualification course of fire, the student shall ensure that the shotgun action is open and the safety is on as well as visually check to make sure there is no ammunition in the chamber, loading port or magazine tube
 11. The student will then return the shotgun to the shotgun rack before moving forward to look at their targets
 12. Issue 15 rounds of 00 Buck to the students that pass the course.
 13. The primary instructor shall also ensure that the qualification information is inputted into the Department's SQUAB system to document the students' qualification

B. Care and Cleaning

1. Review the key issues related to care and cleaning
2. Have group conduct cleaning together, instructors observe and correct in correct procedures

END OF DAY 2

IX. BENELLI SHOTGUN TACTICAL LIVE FIRE DRILLS

(300 min)

A. Benelli Shotgun Manipulation Drill Review

1. Conduct a review of manipulations
2. Have students perform the drills that were performed on Day One
3. Ensure that students that are having difficulty with a specific procedure are provided additional training and review on the specific drill
4. Continue drills until the instructor is satisfied with student performance

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B. Position Shooting

Purpose: To teach the student a variety of shooting positions

Procedures:

1. Off-hand
 - Standing with weapon supported only by the shooter
2. Speed kneeling
 - a. Kneeling with the primary knee on the ground
 - b. Support leg bent off the ground
 - c. Leaned forward
3. Double kneeling
 - a. Both knees on the ground spread apart
 - b. Toes bent under the foot for added support
 - c. What do you say and do
4. Braced kneeling
 - a. Support leg comes across body with foot facing the target
 - b. Primary leg bends and shooters kneels down
 - c. Shooter braces support arm on support knee (tricep not elbow)
5. Reverse kneeling
 - a. Support leg steps back and kneel on the support leg
 - b. Primary leg is bent at 90 degree
 - c. Body leaned slightly forward for the recoil
6. Prone
 - a. Military prone
 - b. Off-set prone

C. Malfunction Drills

1. **DRILLS:** Shotgun Malfunction Skills **(PSP I b,f)**

Procedures:

- a. Each student will be assigned to a shooting lane with the necessary equipment
- b. The primary instructor will then give commands to the students to conduct drills to practice the demonstrated skill set
- c. Other instructors will assist the students with the shotgun malfunction skills
- d. As the drills continue to build, monitor and provide assistance as needed

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- e. Utilizing the skill set that was presented during the demonstration, reinforce the correct shotgun malfunction skills throughout the drills.
- f. The primary instructor will determine by observation of the students' performance how much time to spend on each malfunction skill before moving on to the next skill. The instructor should feel confident that the students are proficient with each malfunction skill before moving on to the next skill
 - 1) Malfunction Clearances
 - a) Class 1 Malfunction (failure to fire)
 - b) Class 2 malfunction (stove pipe)
 - c) Class 3 malfunction (double feed)
 - 2) Issues related to Benelli Shotgun
 - a) Importance of using 12 pellet rounds not the 9 pellet
 - b) Oiled and clean

D. Close contact drills

1. Drag step drill

(PSP I I)

- a. In shooting position, primary leg drag steps back
- b. Support leg then follows.. continue away from suspect

E. Shooting on the move

1. Pairs and failure drills

- a. Shooter moves forward firing the advised course of fire

F. Multiple target engagement

1. Single shooter multiple targets

- a. The shooter will have numerous shoot/ no shoot targets and will engage the shoot targets
- b. The shooter will reload as needed to continue the course

G. Light Systems

H. **TRANSITION DRILLS:** Students will transition to handguns and there will be discussions on when to transition to handguns.

I. **TACTICAL DRILLS:** Run additional tactical drills.

(PSP I g)

X. SLUG SHOTGUN Certification/Recert

(180 min)

A. **PRACTICAL APPLICATION:** Slug Transition Drill using the Select Slug Rollout Drill

Procedures: Individual activity

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1. The student will need six dummy rounds available in their waistband or pocket to complete the following drill
2. Place clean silhouette targets for all the students in the target frames
3. At the 10-yard line, have the students load one dummy round into the chamber and four dummy rounds in the magazine tube of their shotgun and stand by at the port arms position. The dummy rounds are used in place of buckshot ammunition
4. The student should have six rounds of slug ammunition loaded into their butt cuff and four loose slug rounds in their pocket, for a total of ten slug rounds
5. Upon command of the range master, the student will assume the low ready position
6. When the targets face, the student will transition the shotgun to slug ammunition by loading one slug round using the select slug rollout technique
7. The student will then immediately fire one headshot on the left target with no time limit
8. The student will repeat this drill at the 10-yard line three more times so that there are two headshots on the left target and two headshots on the right target
9. Remember to have the student ensure that there is a dummy round in the chamber and at least one dummy round in the magazine tube each time before beginning this drill
10. Once the students have fired the four rounds at the 10-yard line, have the students move back to the 15-yard line
11. Have the students repeat the above listed steps using the select slug roll out drill to fire three single body shots on the left target with no time limit
12. Upon completion of the drill at the 15-yard line, then move the students back to the 25-yard line
13. Again, have the students repeat the above listed steps using the select slug roll out drill to fire three single body shots on the right target with no time limit
14. Upon completion of these drills, the students and instructors should move forward and examine the fired slugs' group sizes on each target in order to identify any marksmanship problems

C. PRACTICAL APPLICATION: Slug Shotgun Qualification Course **(PSP I b ,d)**

Procedures: Individual activity (The slug course is administered to GND personnel only)

1. This qualification is for Slug

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2. The student will return to their assigned shooting lane
3. The student will dry-fire practice each of the three phases of fire that comprise the Shotgun Slug Qualification Course
 - This will give the student a sense for the timing of the qualification course
4. The students will then live-fire the qualification course one time for practice
5. After the practice round, the students will then fire the Shotgun Slug Qualification Course for score
6. The following is an outline of the Shotgun Slug Qualification Course of Fire
 - a. 5 rounds total shots fired with SSA (slugs)
 - b. Officers will fire their issued slug rounds and will be issued new slug rounds
 - c. **1st phase of fire** 25 Yard Line
 - 1) Load shotgun to patrol ready with SSA (slugs), chamber a round and standby at low ready
 - 2) At the signal (horn, whistle, or verbal command), low ready to any kneeling position, 1 body shot in 5 seconds, low ready, assess, engage safety. (2 times)
 - d. **2nd phase of fire** 15 Yard Line
 - 1) At the signal (horn, whistle, or verbal command), low ready to off-hand 1 body shot in 3 seconds, low ready, assess, engage safety. (2 times)
 - e. **3rd phase of fire** 10-yard Line
 - 1) At the signal (horn, whistle, or verbal command), low ready to off-hand 1 head shot in 3 seconds. (1 time)
 - f. Scoring
 - 1) The head shots will be scored as 10 points for each shot inside of the white line of the head and 5 points for each head shot that hits the head, but does not break the white line
 - 2) Body shots will be scored as hits in the 10-ring and the 9-ring. The 8-ring is considered a miss. Only one miss is allowed on either body or head.
 - g. Issue 5 new rounds to SLUG officer

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D. Care and Cleaning

1. Review the key issues related to care and cleaning
2. Have group conduct cleaning together, instructors observe and correct in correct procedures

E. **CLOSING**

Reinforce key learning points:

1. The importance of safety when handling the shotgun Cadre (**Personnel who are not Department certified are prohibited from handling the tactical shotgun and patrol rifle**)
2. Slug cadre patrol ready configuration – Four rounds to patrol ready or max capacity (duty buckshot) in the magazine tube. Weapon shall be stored in a hard or soft case.
3. The student shall qualify with shotgun slug ammunition on each shotgun qualification month in order to maintain their certification to carry and deploy slug ammunition
4. Continue the training that was received during the course by handling and/or practicing with the shotgun as often as possible to ensure the student maintains their level of proficiency