

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

Weapons and Tactics, Metropolitan Division. This course meets PSP Category I Tactical Firearms and Category III Arrest and Control:

Successful completion of this course is mandated prior to deployment as a SWAT team member or its equivalency.¹

Instructional Goal: To provide students with the knowledge, skills and techniques necessary to successfully be an element member of SWAT, Metropolitan Division and follow the Basic SWAT Courses content recommendations from POST as directed by Penal Code Section 13514.1 for SWAT training of peace officers

Performance Objectives: Using group discussion, learning activities, practical application, demonstration and drills and testing the students will:

- Demonstrate an understanding of the Four Rules of Safe Weapons Handling
- Demonstrate the ability to properly fire, load, and unloading, and clearing a malfunctions that may occur to a firearm
- Demonstrate proficiency and achieve agency tactical qualification with all SWAT / Tactical weapons
- Identify the appropriate equipment necessary to conduct a safe and successful tactical situation
- Work as a team to develop a plan for entering a structure, searching a room and contacting suspects and/or hostages
- Communicate by using standard hand signals and terminology
- Successfully use all search methods, non-dynamic and dynamic entries
- Identify the proper time to use force and articulate the
- Utilize proficiently the multiple weapons systems (Lethal and Less lethal)
- Demonstrate the ability to apply arrest and control and self-defense techniques

This Course complies with the legislative content and mandates of PC 835a

I. SPECIAL WEAPONS and TACTICS OVERVIEW

(0600-0800) (120 Min)

A. Introduction

1. Instructor (s)
 - a. Name, Assignment
 - b. Experience
 - c. Distribute POST roster

2. Brief overview of the Course Training Objectives and the schedule **(1a)**
 - a. Distribute 12 Week Training Schedule
 - b. Summary of Week 1 Objectives
 - Safety guidelines

¹ POST Operational Guidelines and Standardized Training Recommendations for SWAT (10)

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- c. Advise that at the beginning of each week the upcoming weeks Objectives will be overviewed

- 3. Admin and Protocols for training
 - a. SOW and EOW
 - b. Breaks
 - c. Lunch
 - d. Necessary Equipment² **(7,a,d,c)**
 - 1) Identify uniforms and that they must be maintained
 - 2) Purpose of uniforms is to clearly identify team members
 - 3) Specialized equipment for specialized assignments
 - 4) All equipment must be Department approved
 - e. Training Guidelines
 - 1) Review specific guidelines for on-going training and physical fitness requirements of SWAT³
 - a) Selection process
 - (1) Fitness standards for element members
 - (2) Maintaining a high standard in fitness is important for Officer Safety **(6a)**
 - b) Retention process
 - c) De-selection process if standards are not meet in this training or maintained if selected for the SWAT team
 - (1) Importance of maintaining the physical fitness standard
 - (2) Lifetime fitness recommendations **(6b)**
 - 2) On-going training⁴
 - a) Training days
 - (1) Live Fire Tactical Drill
 - (2) Scenario based Shoot house
 - b) SWAT Advanced
 - c) Standalone components of SWAT and Special Operations Basic course are revisited on a regular basis to ensure core competencies are maintained
 - d) TEAMS II tracks and maintains training records
 - (1) If attend outside training, ensure that the certificate is provided to the Metropolitan Division Training Coordinator to ensure that it is entered into LMS and imported to TEAMS II
 - e) Multijurisdictional training days
 - f) Mutual Aid Procedures **(3c)**

² POST Operational Guidelines and Standardized Training Recommendations for SWAT (8.0)

³ POST Operational Guidelines and Standardized Training Recommendations for SWAT (9.0)

⁴ POST Operational Guidelines and Standardized Training Recommendations for SWAT (10.7 & 10.8 & 10.9 &11)

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 3) Review specific training guidelines for this course **(2a)**
 - a) Describe the evaluation process that is utilized during the training process
 - b) Core competency compliance
 - (1) Did the students meet standard
 - (2) Rubric
 - (3) Evaluation form
 - (4) Debrief of performance

4. Overview Safety Plan

Illness and Injury Prevention Program (IIPP)

- a. Discuss and Distribute Safety Guidelines **(PSP I c)**
- b. 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
- 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 eyewear and ear protection (American National Standards Institute (ANSI) approved) shall be worn if blanks, simmunitions or live-fire 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 **(PSP I c) (6d)**
 - 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. If outside the city of Los Angeles, contact appropriate fire entity
 - 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 vehicle 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
 - 6) Ensure that there is an identified Safety Officer⁵

B. Mission Vision and Values

(117 c)

⁵ POST Operational Guidelines and Standardized Training Recommendations for SWAT (10.6)

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

1. LAPD Mission statement
 2. SWAT Mission Statement
 3. Department Core Values
 4. Point out that all decision making is based in either the Mission Statement, Vision or Core values of the Department
- C. Training Documents
1. Distribute Training booklets
 - a. SWAT Policy and Procedures Manuals **(3d)**
 - b. SWAT Firearms Manuals
 - c. Point out the importance of reading and understanding the manuals as they will ensure consistency in **(3e)**
 - 1) response to problems
 - 2) terminology
 2. Review
 - a. Advise how the booklets are to be utilize during the training
 - b. The booklets contain the policy and procedures for the SWAT officers
 - c. Discuss Legal issues and civil liability **(3a)**
- D. Overview the History of SWAT **(1c)**
1. Why was it started
 2. When was it started
 3. SWAT Definition⁶
 - a. A Special Weapons and Tactics (SWAT) team is any designated group of law enforcement officers who are selected, trained and equipped to work as a coordinated team to resolve critical incidents that are so hazardous, complex, or unusual that they may exceed the capabilities of first responders or investigative units
 4. Purpose and objectives⁷
 - a. Primary characteristics of SWAT that distinguishes it from other units is the focus of effort
 - b. SWAT teams are focused on tactical solutions, as opposed to other functions, such as investigations
 - c. The purpose of SWAT is to increase the likelihood of safely resolving critical incidents
 5. POST SWAT Projects and Guidelines are footnoted and identified in the lesson plan at **in BOLD ITALICS** **(1b)**
 6. Roles and responsibility of officers and supervisors common SWAT responses⁸ **(4a)**
 - a. Command and Control
 - b. Containment
 - c. Entry/apprehension/Rescue
- E. Organizational Structure **(4b)**

⁶ POST Operational Guidelines and Standardized Training Recommendations for SWAT (1.0)

⁷ POST Operational Guidelines and Standardized Training Recommendations for SWAT (1.0)

⁸ POST Operational Guidelines and Standardized Training Recommendations for SWAT (2.1)

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

1. Metropolitan Division⁹
 - a. Specialized functions
 - b. Supporting resources
 - 1) K-9
 - 2) Dive Team
 - 3) Bomb Squad
 - 4) Air Support
2. SWAT
 - a. Cadres¹⁰
 - 1) Specialized functions
 - a) Crisis Negotiation Teams¹¹
 - 2) supporting resources
 - 3) All specialized units participate in going training and planning
 - b. Overview how threat and risk assessments are conducted, and which entity is responsible¹²
3. Roles and responsibilities¹³ **(4d)**
 - a. SWATs capabilities and limitations how are they assessed
 - b. Policies and procedures specific to SWAT
 - 1) Missions and how identified
 - 2) Organization and functions
 - 3) Selection and retention criteria
 - 4) Training and required competencies
 - 5) Activation and deployment **(4c)**
 - 6) Command and control
 - 7) Chain of Command
 - 8) Multi agency response
 - 9) Out of jurisdictional response
 - c. Planning
 - 1) Briefings
 - a) Conducted prior to an operation
 - b) Include specialized units and resources that are participating in the mission
 - 2) Development of the plans¹⁴
 - a) Considerations
 - b) Delivery of the plan at the briefing
 - (1) Ensure that all members of the team have a clear understanding of the mission
 - c) During all training exercises in this course reinforce the importance of the tactical plan and that all members know what the mission is

⁹ POST Operational Guidelines and Standardized Training Recommendations for SWAT (13.0)

¹⁰ POST Operational Guidelines and Standardized Training Recommendations for SWAT (6.0)

¹¹ POST Operational Guidelines and Standardized Training Recommendations for SWAT (13.2)

¹² POST Operational Guidelines and Standardized Training Recommendations for SWAT (4.1)

¹³ POST Operational Guidelines and Standardized Training Recommendations for SWAT (3.1 & 3.2)

¹⁴ POST Operational Guidelines and Standardized Training Recommendations for SWAT (5.0)

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- d) Spontaneous and planned events
 - (1) Compare and contrast
 - (2) Identify the key differences
- e) Part of planning is to develop a contingency plan to incorporate medical emergencies
- 3) Initiation of the plan¹⁵
 - a) Record keeping
 - b) Documentation
 - c) Communications
- 4) After Action Reporting¹⁶
 - a) Tactical Debriefs
 - b) Documentation
 - c) Lessons Learned

F. Use of Force Policy/legal issues Overview ¹⁷ (117e) (PSP I h,i) **(3b)**

- 1. Officers are authorized to use deadly force¹⁸ when it reasonably appears necessary:
 - a. To protect himself or others from an immediate threat of death or serious bodily injury; or
 - b. To prevent a crime where the suspect's actions place persons in jeopardy of death or serious bodily injury; or
 - c. To apprehend a fleeing felon for a crime involving serious bodily injury or the use of deadly force where there is a substantial risk that the person whose arrest is sought will cause death or serious bodily injury to others if apprehension is delayed
- 2. Officers are authorized to use force¹⁹ when reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to:
 - a. Effect the arrest,
 - b. To prevent escape, or
 - 1) To overcome resistance
 - 2) The student should use their own judgment to determine when to reload and what type of reload to utilize during the drill in order to keep their pistol loaded and capable of reacting to the next threat
 - c. Facts known to the officer at the time of the incident²⁰
 - 1) Justification for the use of deadly force must be limited to what reasonably appear to be the facts known or perceived by the officer at the time the decision to shoot is made

¹⁵ POST Operational Guidelines and Standardized Training Recommendations for SWAT (7.0)

¹⁶ POST Operational Guidelines and Standardized Training Recommendations for SWAT (12.0)

¹⁷ Los Angeles Police Department Directive No. 1 Use of Force Policy Revised

¹⁸ LAPD Manual-1/556.40, The Use of Deadly Force.

¹⁹ Calif. Penal Code 835(a) Use of Force to effect arrest, prevent escape, or overcome resistance.

²⁰ LAPD Manual-1/556.50, Justification Limited to Facts Know to the Officer.

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 2) Graham versus Connor Court Decision: Objective Reasonableness²¹
 - d. Force shall be based on the individual's action
 - 1) NOT on what type of weapon the suspect(s)
 - 2) It is what the suspect does with the weapon
 - 3. Drawing of the firearm²²
 - a. Based on the tactical situation and the officer's reasonable belief that the situation may escalate to the point where deadly force may be justified
 - b. Once the risk no longer presents itself the officer shall, as soon as practical, holster or secure the firearm
 - 4. Facts known to the officer at the time of the incident²³
 - a. Justification for the use of deadly force must be limited to what reasonably appear to be the facts known or perceived by the officer at the time the decision to shoot is made
 - b. Graham v. Connor court decision: "Objective Reasonableness"
 - 3. Use of force incidents is fluid and ever changing. Officers should use any combinations of techniques that are reasonable based on the individual's behavior in order to gain control of the situation
- G. Awards and Recognitions
- 1. Ron McCarthy Award
 - 2. Randy Simmons Award
 - 3. Sniper of the Year

II. FIREARMS PISTOL²⁴ (16a)

(0700-1500) (420 Min)

- A. Utilize the SWAT Firearms Manual Section I Firearms Safety and Training²⁵
 - 1. Procedures and Section II the Handgun, Section III Special Considerations
 - 2. Techniques for further guidelines in presenting this block of instruction
- B. Introduction & Schedule Overview
 - 1. Brief overview of the training schedule
 - 2. Review safety plan previously distributed
 - 3. Gun Shot Trauma Kit is on all ranges
 - 4. Eyes and Ears are mandatory at all times
 - a. Behind the barricade is no exception
 - b. IF you see someone with no eyes or ears speak up
 - 5. VEST on the outer most garments
 - 6. Listen to the commands of the instructor running the range
 - 7. In the event of an accidental shooting, secure your weapon
 - 8. **IIPP Guidelines**

(PSP I c)
(PSP III a)

²¹ *Graham v. Connor*, 490 US 386, 394-95 (1989) City of Lancaster, 883 SW2d.

²² LAPD Manual-1/556.80, Drawing and Exhibiting Firearms-

²³ LAPD Manual-1/556.50, Justification Limited to Facts Known to the Officer

²⁴ SWAT Firearms Manual

²⁵ Los Angeles Police Department SWAT Firearms Manual

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- a. These safety guidelines apply to all training given by the Los Angeles Police Department. These guidelines are to ensure that staff and participants are aware of potentially hazardous situations and how to avoid it
- b. These guidelines will be discussed and distributed to each student, instructor and coordinator to ensure they are followed
- 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. 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 (PSP III k)
- e. 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
- f. In case of a serious injury, all IIPP notifications and protocol shall be followed
- g. At each training location, there is a notebook located in the training unit’s office also containing the emergency plan that is in place
- h. 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
- i. All students that are **full duty** will participate in exercises.
- j. Duty restrictions use common sense, if something hurts, stop and report it to an instructor, assess pre-existing injury
- k. If there is a security risk in the area used for training, a designated guarding officer shall be armed, and their sole responsibility is to protect the area
- l. At no time is the designated guarding officer allowed to participate in any training while assigned to this detail
- m. Instructors are responsible for conducting safety inspections or otherwise reviewing and assessing the safety of the equipment and facilities used for training
- n. Instructors are aware of environmental factors such as weather or air quality and adjust the instruction as necessary
- o. A check of the surroundings before drills is recommended to determine if there are uneven surfaces or hazards that have the potential to cause injuries
- p. Students are required to report all injuries immediately to an instructor or supervisor
- q. In case of serious injury, the Los Angeles City Fire Department is immediately notified by broadcasting and requesting a rescue ambulance, or by calling 911
- r. A list of local contract hospitals should be maintained and available to all instructors. All injured personnel are accompanied to the hospital

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

by a supervisor. In the event a student is transported by ambulance a supervisor shall respond to the hospital without delay

- C. Review the Four Basic Firearm Safety Rules
1. All guns are always loaded
 2. Never allow the muzzle to cover anything you are not willing to shoot
 3. Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot
 4. Be sure of your target

D. **GROUP DISCUSSION:** Sequence of Marksmanship **(PSP I d)**

Purpose: Review the Seven elements of marksmanship in sequence as a mental checklist and a requirement to reliably, accurately and quickly fire the semi-auto pistol

Procedures:

1. Conduct an open discussion, addressing the key points related to the proper sequence of marksmanship:
 - a. Sighting Alignment
 - 1) Front and Rear sights utilized- this is the relationship between the eye, front sight and rear sight
 - 2) Generally, correct sight alignment will consist of the front sight being centered in the rear aperture with equal distance on both sides and even with the top
 - 3) Proper sight alignment also consists of focus being placed on the front sight
 - b. Sight Picture
 - 1) This is the relationship between the eye, front and rear sight as placed on the target
 - 2) The correct sight picture will have the properly aligned sights point of aim/impact on the desired area of the target
 - 3) Six o'clock on-target holds are impractical due to critical time factors and stress
 - 4) Coarse sight alignment is technically a more acceptable method of sight alignment, during a close-range encounter, than perfect sight alignment
 - c. Trigger Control
 - 1) A great, control of beginner shooter errors can be related to improper trigger control. Frequent errors, such as jerking the trigger or failing to apply straight-to-the-rear pressure, are common. The goal is to achieve a surprise break by pressing the trigger straight to the rear without disturbing sight alignment
 - 2) Officer controls the rate of fire in both the semi and sustained fire modes (full auto), by controlling the trigger
 - d. Grip

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 1) This is essential as part of the Weaver Stance to control recoil. Proper grip consists of the primary hand placed as high as possible on the back strap with the axis of the bore in a straight line with the wrist and arm. The support hand will be placed over the primary hand with the knuckles of the support hand placed over the primary hand knuckles. Placement of the thumbs is optional and varies according to the type of action. However, thumbs should never be placed across the back strap due to the potential for injury in semiautomatic weapons. The grip must allow the trigger finger proper placement at or near the first joint. Care must be taken for the thumb placement not to interfere with the cycling of the weapon.
- 2) The proper placement of hands on the for end Submachine grip
- 3) The amount of tension or pressure applied by the hands to the Submachine

e. Stance

- 1) The Weaver Stance is recommended for the following reasons:
 - a) Protects primary side weapon
 - b) Allows isometric tension to be formed
 - c) Closely related to the Harries Flashlight technique
 - d) Allows for the stable platform to shoot on the move
 - e) Consistent with the low ready
 - f) Most critical factor of firing the weapon accurately
- 2) The essence of the Weaver Stance is the control of recoil, through isometric tension, providing for an accurate standard defensive response of two rounds. A classic textbook Weaver will start by addressing the target at roughly a 45-degree angle, with the feet shoulder-width apart and upper torso erect. The knees are slightly flexed, the primary arm is either straight or flexed slightly at the elbow, and the support hand is pulled back with the elbow vertical in order to achieve isometric tension

f. Breathing

- 1) In a stressful situation, a specific breathing technique will probably be ineffective. Instead, some general rules need to be remembered
- 2) If possible, try not to breathe as you fire the shot.
- 3) Breathe normally between shots to provide the body with needed oxygen
- 4) Avoid oxygen deprivation by holding the breath for short periods only
- 5) A specific breathing pattern is not used when firing the MP5 in close quarter room clearing operations

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

g. Follow-Through

- 1) Follow through is the continuation of all the fundamentals of marksmanship until the round has impacted
- 2) This means that concentration of the front sight must be constant throughout and after the firing sequence
- 3) Common errors, such as anticipating recoil or looking over the top of the sights, can be cured by dry practice and skip loading drills, among other

2. Advise students that these skills will be incorporated in the slow fire drills

D. INTRODUCTION TO THE KIMBER PISTOL

1. Nomenclature
2. Uniform
 - a. No Light
 - b. Deployed from Sam Browne Holster
3. Tactical
 - a. Dedicated Light
 - b. Deployed from Thigh Holster

E. LEARNING ACTIVITY: Handgun Manipulation Skills - Demonstration

Procedures: Large group activity

1. This activity is conducted on the firearms 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 their handgun
6. Reinforce the importance of safety, especially keeping the trigger finger off the trigger, during all pistol manipulations
7. The instructor will demonstrate the following handgun manipulation skills set to the students as set forth in the LAPD HITS Manual²⁶
 - a. Pistol presentation in a 5 count
 - 1) Drawing the weapon
 - 2) Holstering the weapon
 - b. Chamber checks
 - 1) Daytime
 - 2) Low-light
 - c. Loading
 - d. Unloading
 - e. Tactical reload
 - f. Speed Loading
8. At the conclusion of the demonstration, clarify any areas of concern

F. PRACTICAL APPLICATION: Basic Handgun Manipulation Drills & Skills **(16c)**

Procedures: Individual activity

²⁶ LAPD Handgun Instructor Training School Manual, Chapter 10 Pistol Manipulation

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

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. Each student will be assigned to a shooting lane with the necessary equipment
5. As the drills continue to build, monitor and provide assistance as needed
6. The drills should build in difficulty throughout the training block
7. 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 qualification, as well as in the field
8. This should be a positive learning experience for all involved

9. Begin handgun manipulation skills drill sequence **(PSP I b,f)**
 - a. Pistol presentation in a 5 count
 - 1) Drawing the weapon
 - 2) Holstering the weapon
 - b. Chamber checks
 - 1) Daytime
 - 2) Low-light
 - c. Loading
 - d. Unloading
 - e. Tactical reload
 - f. Speed reload
10. Reinforce the correct handgun manipulation skills set throughout the drills

G. *LEARNING ACTIVITY:* Pistol Malfunction Clearances - Demonstration

Procedures: Group activity

1. Assemble the students together near the center of the range
2. The instructor will demonstrate the proper procedures for clearing the following four types of malfunctions with a semi-auto pistol as set forth in the LAPD HITS Manual²⁷
 - a. Failure to Fire
 - b. Failure to Eject Feedway Stoppage
 - c. Double-feed/ Failure to Extract Feedway Stoppage
3. The students should now return to their assigned shooting lanes and wait for commands by the lead instructor

H. *PRACTICAL APPLICATION:* Pistol Malfunction Clearances - Drills ²⁸

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

²⁷ LAPD Handgun Instructor Training School Manual

²⁸ LAPD Handgun Instructor Training School Manual

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

5. Shooting is conducted at the seven-yard line on a silhouette target
6. When utilizing empty shell casings or snap-caps to create pistol malfunctions
 - a. Remind the students that the first round and last round loaded into each magazine shall be a live round
 - b. Ensure that the student uses empty shell casings that correspond to the caliber of their specific pistol during malfunction clearance drills
7. The lead instructor will give commands to direct the students to set up specific malfunctions and conduct the malfunction clearance drills
8. Begin drill sequence
 - a. The student will fire controlled pairs and failure drills after clearing each of the malfunctions **(PSP I f)**
 - b. Continue this activity until all students have demonstrated proficiency in the different types of malfunction clearances
9. 25-Yard Zero- Administrative Pistol Accuracy Check
 - a. Each officer slow fires the pistol
 - b. No scoring
 - c. Instructor checking for Pistol Printing (Bullet Impact)
 - d. Verify sights
 - e. Check Pistol Printing
 - f. Point of aim should be point of impact
10. Armory personnel
 - a. Can adjust sites
 - b. Make any necessary repairs

E. TEST: QUALIFICATION COURSE

1. The qualifications course will be fired in two phases
 - a. First phase will be completed starting from the low ready position
 - b. Second phase will be fired starting from the holstered position
 - c. Shooter should perform a tactical reload after each phase of fire unless otherwise instructed
2. Low Ready
 - a. 3 Yard line
 - 1) 6 rounds- 2X3
 - 2) 1.5 seconds
 - 3) Target-Accelerated pairs to center body
 - b. 5-yard line
 - 1) 6 rounds -3X2
 - 2) 5 seconds
 - 3) Target-Failure drill with support hand
 - c. 7-yard line
 - 1) 6 rounds-3X2
 - 2) 3 seconds
 - 3) Target-Failure drill- Tactical reload and evaluate. The shooter will perform a tactical reload and evaluate. On the command to fire, the shooter will fire a failure drill with the spare magazine still held in the support hand
 - d. 7-yard line
 - 1) 3 rounds- 3X1

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 2) 1.5 seconds
- 3) Target-Single brain shot
- e. 10-yard line
 - 1) 6 rounds- 3X2
 - 2) 5 seconds targets turn
 - 3) Target-Failure drill
 - a) 1st Unsupported kneeling
 - b) 2nd Supported kneeling
- f. 15-yard line
 - 1) A- 4 rounds- 2X2
 - a) 3 seconds
 - b) Target-Two shots to the torso
 - 2) B-4 rounds- 4X1
 - a) 8 seconds
 - b) Target- Two shots to the torso speed reload, Two shots to the torso
- g. 25-yard line
 - 1) 6 rounds-2X3
 - 2) 5 seconds
 - 3) Target- Two shots to the torso

3. PRACTICAL APPLICATION: SHOOTING ON THE MOVE

- a. Shooters start by standing in front of their target
 - b. For drills A&C, the shooter will be directed to take one step in a direction parallel to the 7-yard line
 - c. On the command to “initiate”, the shooter will move straight –forward and engage their target at an oblique angle
 - d. For drills B&D, the shooter will move straight-forward and engage their target to their immediate front
 - e. Shooter will perform a speed reload after the second phase of fire
 - f. **A**
 - 1) Yard line 7-3
 - 2) 6 rounds-3X2
 - 3) 4 seconds
 - 4) Target-A Failure Drill from the oblique left
 - g. **B**
 - 1) Yard line 7-3
 - 2) 6 rounds-3X2
 - 3) 4 seconds
 - 4) Target-A Failure Drill from the center
 - h. **C**
 - 1) Yard line 7-3
 - 2) 3 rounds-3X1
 - 3) 4 seconds
 - 4) A Failure Drill from oblique right
4. From the Holster
- a. 5 Yard line

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 1) 9 rounds-3X3
 - 2) 3 seconds
 - 3) Target-Failure drill
 - b. 7 Yard line
 - 1) 6 rounds- 3X2
 - 2) 6-seconds
 - 3) Target-Failure drill with primary hand only
 - c. 10 Yard line
 - 1) 3 rounds- 3X1
 - 2) 6 seconds
 - 3) 3 rounds- 3X1
 - 4) 3.5 seconds
 - 5) Standing to Speed kneeling, remain down and assume supported kneeling position. On command fire: Failure drill. Complete a tactical reload from the kneeling position.
 - d. 15 Yard line **A&B**
 - 1) **A**
 - a) 2 rounds-2X1
 - b) 4 seconds
 - 2) **B**
 - a) 4 rounds- 4X1
 - b) 10 seconds
 - e. 25 Yard line
 - 1) 6 rounds 2X3
 - 2) 7 seconds
 - 3) Target- Two shots to the torso
5. **PRACTICAL APPLICATION: CLOSE CONTACT DRILL**
- a. This drill will be fired three times. The first drill will not incorporate any shuffle
 - b. The second and third drill will involve movement
 - c. On the command to “fire”, the shooter will draw to a close contact position and fire two shots to the torso
 - d. The shooter will then bring the pistol to a two-handed low ready and evaluate
 - e. During one of the three drills, the range master will give a secondary command to “fire”, at which time the shooter will fire a single brain shot
 - f. 2 Yard line- Stationary
 - 1) 6 rounds 2X3
 - 2) 4 seconds
 - 3) Target -Two shots to the torso
 - g. 2 Yard line- Shuffle to the rear
 - 1) 6 rounds 2X3
 - 2) 4 seconds
 - 3) Target -Two shots to the torso
 - h. Yard line- Shuffle to the rear
 - 1) 6 rounds 2X3

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 2) 4 seconds
- 3) Target -Two shots to the torso
- i. 2 Yard line
 - 1) During one of the three drills, the range master will give a secondary command to “fire”, at which time the shooter will fire a single brain shot.
 - 2) 1 round- 1X1
 - 3) Target- Brain shot

6. PRACTICAL APPLICATION: MULTIPLE TARGETS

- a. The shooter will start at the 5-yard line centered on two targets
- b. On the command to “fire,” the shooters will draw their pistol and fire two shots on each torso, then evaluate
- c. A secondary command of “right” or “left” will be given
- d. The shooter will then fire one brain shot to the appropriate head and immediately perform a speed reload
- e. There is no time limit for the brain shot
- f. **A**
 - 1) 8 rounds-4X2
 - 2) 4 seconds
 - 3) Target Two shots to the torso on each target
- g. **B**
 - 1) 2 rounds-1X2
 - 2) No time limit
 - 3) Target Designated brain shot

F. CLOSING:

- 1. Instructor will review safety protocol
- 2. Instructor will inspect student equipment
- 3. Ensure Students return the next day with proper equipment

Day 2

III. FIREARMS MP-5 AND CARBINE RIFLE
(16b)

(0600-1500) (480 Min)

A. MP5

- 1. Utilize the SWAT Firearms Manual Section I Firearms Safety and Training²⁹
- 2. Utilize the SWAT Firearms Manual Section III: The H&K MP5 for further guidelines in presenting this block of instruction
- 3. Techniques for further guidelines in presenting this block of instruction
- 4. Brief overview of the training schedule
- 5. Review safety plan previously distributed
- 6. Gun Shot Trauma Kit is on all ranges
- 7. Eyes and Ears are mandatory at all times

²⁹ Los Angeles Police Department SWAT Firearms Manual

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- a. Behind the barricade is no exception
- b. IF you see someone with no eyes or ears speak up
- 8. VEST on the outer most garments
- 9. Listen to the commands of the instructor running the range
- 10. In the event of an accidental shooting, secure your weapon

(PSP I c)
(PSP III a)

11. **IIPP Guidelines**

- a. These safety guidelines apply to all training given by the Los Angeles Police Department. These guidelines are to ensure that staff and participants are aware of potentially hazardous situations and how to avoid it
- b. These guidelines will be discussed and distributed to each student, instructor and coordinator to ensure they are followed
- 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. 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 **(PSP III k)**
- e. 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
- f. In case of a serious injury, all IIPP notifications and protocol shall be followed
- g. At each training location, there is a notebook located in the training unit’s office also containing the emergency plan that is in place
- h. 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
- i. All students that are **full duty** will participate in exercises
- j. Duty restrictions use common sense, if something hurts, stop and report it to an instructor, assess pre-existing injury
- k. If there is a security risk in the area used for training, a designated guarding officer shall be armed, and their sole responsibility is to protect the area. At no time is the designated guarding officer allowed to participate in any training while assigned to this detail
- l. Instructors are responsible for conducting safety inspections or otherwise reviewing and assessing the safety of the equipment and facilities used for training
- m. Instructors are aware of environmental factors such as weather or air quality and adjust the instruction as necessary
- n. A check of the surroundings before drills is recommended to determine if there are uneven surfaces or hazards that have the potential to cause injuries

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- o. Students are required to report all injuries immediately to an instructor or supervisor. In case of serious injury, the Los Angeles City Fire Department is immediately notified by broadcasting and requesting a rescue ambulance, or by calling 911
- p. A list of local contract hospitals should be maintained and available to all instructors. All injured personnel are accompanied to the hospital by a supervisor. In the event a student is transported by ambulance a supervisor shall respond to the hospital without delay

B. Review the Four Basic Firearm Safety Rules

- 1. All guns are always loaded
- 2. Never allow the muzzle to cover anything you are not willing to shoot
- 3. Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot
- 4. Be sure of your target

C. Introduction and History of the MP-5 Submachine Gun

- 1. MP-5 was selected in 1984 prior to the Summer Olympics
- 2. Possibility of major terrorist incident
- 3. Brief description of the weapon³⁰
 - a. Rate of fire
 - b. Muzzle velocity
 - c. Maneuverability
 - d. How to carry and transport
 - e. Wound Ballistics
 - f. Incapacitation
 - g. Accuracy
 - h. Ability to sustain fire
 - i. Discuss disadvantages

D. Disassembly/care and cleaning

- 1. Nomenclature-See handout for nomenclature of the weapon
- 2. Demonstrate disassembly/describe each component and cover cleaning and lubrication
 - a. Verify that the weapon is empty of any ammo
 - b. Point out locations to place lubrication
- 3. Reassemble-Show the reassembling of the weapon
- 4. The student will then field strip, clean, lubricate, and re-assemble their MP-5³¹

E. *GROUP DISCUSSION:* Principles of Marksmanship ³² (PSP I d)

³⁰ LAPD SWAT Firearms Manual Section III. The H&K MP-5

³¹ LAPD Manual-3/610.40, Maintenance of Firearms

³² LAPD SWAT Firearms Shooting Manual, Section III-7,8,9

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

Purpose: Review the Principles of marksmanship in sequence as a mental checklist and a requirement to reliably, accurately and quickly fire the Submachine Gun

Procedures: Conduct an open discussion, addressing the key points related to the principles of marksmanship: Grip, Stance, Trigger Control, and Breathing. Advise students that these skills will be incorporated in the slow fire drills

1. Trigger Control

- a. A great, majority of beginner shooter errors can be related to improper trigger control
- b. Frequent errors, such as jerking the trigger or failing to apply straight-to-the-rear pressure, are common
- c. The goal is to achieve a surprise break by pressing the trigger straight to the rear without disturbing sight alignment
- d. Officer controls the rate of fire in both the semi and sustained fire modes (full auto), by controlling the trigger

2. Grip-

- a. A proper grip involves grasping the pistol grip portion of the weapon with the primary hand
- b. The grip is firm, yet not so excessive as to cause muscle fatigue
- c. The trigger finger of the primary hand is "indexed" alongside the trigger housing, above and parallel to the trigger
- d. This is to accommodate one of the primary safety rules, "finger off the trigger until up on target and ready to fire"
- e. The support hand firmly grasps the hand guard portion of the weapon. This is true in both semi and fully automatic fire
- f. **Note:** *There is a tendency for officers to want to use the support hand as merely a support, as in conventional rifle/distance shooting. With the submachine gun, a firm grip is essential, particularly in the fully automatic mode*
- g. Correct shouldering of the weapon is accomplished by placing the butt stock firmly into the shoulder. An exception to this is if the officer is equipped with heavy body armor that does not allow for the secure placement of the stock into the shoulder
- h. The primary side elbow is ideally kept down. Having the elbow up is not practical when moving within confined areas as it may have tendency to hit objects, thus disturbing shooting accuracy. Tactical vests today have been designed to accommodate the MP5, keeping the primary elbow down
- i. Once the weapon is placed in the shoulder, it is pulled firmly into body at all times when firing
- j. Isometric tension is created by the inward twisting of the primary hand, and an outward twisting with the support hand

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 1) This isometric tension is similar to that created by the “push pull” grip method, associated with the Weaver style of handgun shooting
 - 2) The addition of the isometric tension technique greatly aids in controlling the weapon when firing the weapon in the full-auto mode
3. Stance
- a. The shooting stance with the MP5 is one of the most critical factors in firing the weapon accurately
 - b. The shooting stance is essentially the same for both semi-auto and full-auto firing
 - c. The shooting stance is broken down into the following components
 - 1) Feet- Feet are placed approximately shoulder width apart. The primary side foot is placed slightly to the rear and toes are pointed in the direction of intended travel
 - 2) Knees- Knees are slightly bent to allow flexibility while moving.
 - 3) Hips- Hips are kept square to the target with the shooter leaning slightly forward into the target
 - 4) Shoulders-Shoulders are also kept square on the target and “rolled in” slightly. The head is kept upright
4. Low Ready Position
- a. The low ready position is used while moving or in preparation to fire; it is not a resting position. It is designed to allow the officer to identify and if necessary, engage targets quickly and efficiently. The proper low ready position is as follows:
 - 1) Weapon shouldered, maintaining a proper shooting stance and grip
 - 2) Muzzle depressed at a 45-degree angle below the line of sight. This allows the officer to see and scan the entire area, thus eliminating tunnel vision
 - 3) Finger off the trigger and along the side of the receiver while in the low ready
5. Sighting
- a. Aiming is the act of aligning a weapon at a target with the aid of its sights. To do this, the officer looks at the target through the front and rear sights in such a manner that his line of sight is directed at the desired aiming point. The line of sight is an imaginary line extending from the officer’s eye, through the sights, to the aiming point
 - b. Conventional sighting with the MP5 is accomplished through the combined use of the fixed front sight and rotary rear sight
 - 1) The officer aims at the target by means of the rotary rear sight post and is properly centered, and that there’s an even circle of light between the inner circumference of the rear aperture and the outer circumference of the front sight shroud
 - 2) In this sight picture, the front sight is centered precisely in the rear aperture. This is the correct point of aim

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 3) The design of the sighting system makes eye relief and proper sight picture almost immediate when the shooter acquires a positive cheek weld from a shouldered position. This also means that the rear rotary sight and fixed front sight is positioned above the axis of the bore
 - 4) To compensate for this design, the shooter must adjust his point of aim for the desired point of impact. At approximately 10 yards and closer, the shooter will find it necessary to make this adjustment for precision shots. The point of impact is lower than the point of aim
 - c. At 3 yards, the point of impact can be as low as 2.5 inches below the point of aim. The shooter needs merely to condition himself to aim slightly higher at closer distances. At extended distances (10 yards and further), this is not necessary while in the full-auto mode
6. Trigger Control
- a. The officer controls the rate of fire in both the semi and sustained fire modes (full- auto), by controlling the trigger
 - b. In the semi-automatic mode, the trigger must be pressed individually for each round fired
 - c. In the sustained fire mode, the trigger is pressed and held until the desired numbers of rounds are fired. This merely requires practice to become and remain proficient
 - d. When firing full-auto, the preferred number of presses to the trigger is two, delivering a standard response into the intended target. This equates into delivering four rounds, center of mass exposed, then evaluation whether additional shots are required
 - e. In all cases, the officer controls the weapon, not the other way around
 - f. Finger placement on the trigger may vary with the individual shooter; however, as a general rule, the entire face of the trigger should be covered with the pad of the trigger finger when pressing on fire
7. Breathing
- a. Unlike conventional slow-fire rifle shooting, particularly competitive fire, a specific breathing pattern is not used when firing the MP5 in close quarter room clearing operations
 - b. It is not realistic to expect an officer to perform an entry or room clearing operation while trying to hold his breath in preparation for a shot
 - c. This is not to say that if the weapon is to be used for a distant shot, from a static position, that such conventional breathing principles cannot be applied
 - d. The most important part of breath control with the MP5 is for the officer to breathe regularly. There is no control and hold

F. DEMONSTRATION: MP 5 Manipulation Skills

(PSP I b,f)

Procedures: Individual activity

- 1. The drills should build in difficulty throughout the training block

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

2. 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
3. This should be a positive learning experience for all involved.
4. As the instructor, your goal is to determine if the students have developed the skills necessary to pass the Department Qualification Course and are ready to move on in the training
 - a. This activity is conducted on the range
 - b. Ensure that the instructor to student ratio is 1:5
 - c. Have the students bring the necessary equipment, including eye and ear protection, to the range
 - d. Assemble the students together near the center of the range
 - e. Point out the importance of being able to safely and effectively manipulate the MP-5
 - f. The instructor will demonstrate the MP-5 manipulation skills set to the student as set forth in the LAPD SWAT Firearms Manual³³
 - 1). Weapon verification – unloaded condition
 - 2). Loading
 - 3). Unloading
 - 4). Tactical Reload
 - 5). Speed Reload

G. DRILLS: MP5 Manipulation Skills

(PSP I b,f)

Procedures:

1. Each student will be assigned to a shooting lane with the necessary equipment
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 MP 5 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 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
7. The instructor should feel confident that the students are proficient with each manipulation skill before moving on to the next skill

H. DRILLS

1. 25-Yard Zero
2. Semiautomatic fire
 - a. No scoring
 - b. Instructor checking for Printing (Bullet Impact)
3. Verify sights
 - a. Check Printing
 - b. Point of aim should be point of impact

³³ LAPD SWAT Firearms Manual

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

4. Armory personnel
 - a. Can adjust sites
 - b. Make any necessary repairs
- I. LAPD SWAT MP5 Qualification Course³⁴
 1. Phase 1-Drill
 - a. 50 Yard line
 - b. 5 rounds-5X1
 - c. No time limit
 - d. Target-S/A- any position, Not scored
 2. Phase 2-Top off Magazine
 - a. 25 Yard line
 - b. 4 rounds- 2X2
 - c. 3 seconds
 - d. Target-**Semi-automatic- S/A** One pair to the torso
 3. Phase 3
 - a. 15 Yard line
 - b. 2 rounds-1X2
 - c. 3 seconds
 - d. Target-S/A- One brain shot
 4. Phase 4
 - a. 10 Yard line
 - b. 8 rounds-4X2
 - c. Target-**Fully Automatic-F/A**-Two pairs to the torso
 5. Phase 5
 - a. 7 Yard line
 - b. 12 rounds-4X3
 - c. Target- F/A-Two pairs to the torso
 6. Phase 6- Tactical Reload from Vest
 - a. 5 Yard line
 - b. 6 rounds-6X2
 - c. Target-F/A-failure drill
 7. Phase 7
 - a. 10-3 Yard lines
 - b. 12 rounds-6X2
 - c. Shooting on the move:
 - 1) Command "initiate" the shooter advances toward their target while in the low ready position
 - 2) On secondary command "fire" the shooter will fire a failure drill while on the move and before reaching the 3-yard line
 8. Phase 8- Speed Reload from Vest
 - a. 5-3 Yard lines
 - b. 6 rounds-6X1
 - c. 4 seconds
 - d. Left Oblique-F/A Shooter lines up in front of their target takes one large step to the right. Repeat the drill in phase 7

³⁴ LAPD SWAT Firearms Manual III-32, III-33

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

9. Phase 9
 - a. 5-3 Yard lines
 - b. 6 rounds-6X1
 - c. 4 seconds
 - d. Perpendicular-F/A- Shooter lines up in front of their target takes one large step to the left. Repeat the drill in phase 7
10. Phase 10
 - a. 5-3 Yard lines
 - b. 6 rounds
 - c. 4 seconds
 - d. Right Oblique-F/A- Shooter lines up in front of their target takes one large step to the left. Repeat the drill in phase 7
11. Phase 11
 - a. 5-3 Yard lines
 - b. 6 rounds-2X3
 - c. 1.3 seconds
 - d. Single press brain shot-F/A- Repeat the drills in phases 8,9&10
12. Phase 12 Administrative Reload
 - a. 2 Yard line
 - b. 4 rounds-2X2
 - c. 2 rounds-2X1
 - d. 2 seconds
 - e. Close Contact Drills (underarm assault position): Stationary: Shooter starts at the 2-yard line. On the command to "fire" the shooter will transition the MP5 from the shoulder to a close contact stationary position. Shooter will fire two presses to the torso; shooter will then bring the weapon to a two-handed low ready wait for secondary command of "fire", at which time the shooter will fire, a single sighted press to the brain
13. Phase 13
 - a. 13 Yard line
 - b. 6 rounds- 6X1
 - c. 2 seconds
 - d. Shuffle Forward: On the command to "initiate" the shooter will advance toward their target in the low ready position. Secondary command to "fire" the shooter will stop at the 3-yard line and assume a close contact position. The shooter will fire two presses to the torso, shuffle forward with the support leg first while shouldering the weapon. Shooter will fire a single sighted press to the brain
14. Phase 14
 - a. 1-2 Yard lines
 - b. 6 rounds-6X1
 - c. 2 seconds
 - d. Shuffle to the rear: Shooter starts at the 1-yard line at the low ready. On the command to "fire" the shooter will transition the MP5 from the shoulder to a close contact position. The shooter will fire two presses to the torso then shuffle to the rear with the primary leg first, then

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

shoulder the weapon with a two-handed grip. Shooter will fire a single sighted press to the brain

15. Phase 12-A – Alternate Qualification to Replace Phase 12-15
 - a. 10-3 Yard lines
 - b. 20 rounds- 10X2
 - c. 4 seconds for body shot
 - d. 1.5 for brain shot
 - e. Multiple Target Drill: On the command Fire-Fire two presses center body on the right target, two presses center body on the right target, two presses center body on the left-low ready- Secondary command to fire: Single press to the brain on the designated target. Repeat drill starting with the opposite target
16. Phase 13-B
 - a. 5-yard line
 - b. 6 rounds-3X2
 - c. 1 second
 - d. Contact Ready Drill: On the command fire, fire a single press to center body
17. Mandatory: Tactical vest, tactical pistol, gloves and three MP5 magazines. The starting position will be from the low ready. Phases one through three fired in the semi-automatic mode F/A, using the two- shot burst technique

I. CARBINE RIFLE

(16b)

1. Utilize the SWAT Firearms Manual Section I Firearms Safety and Training³⁵
2. Utilize the SWAT Firearms Manual Section III and V for further guidelines in presenting this block of instruction
3. Techniques for further guidelines in presenting this block of instruction
4. Brief overview of the training schedule
5. Review safety plan previously distributed
6. Gun Shot Trauma Kit is on all ranges
7. Eyes and Ears are mandatory at all times
 - a. Behind the barricade is no exception
 - b. IF you see someone with no eyes or ears speak up
8. VEST on the outer most garments
9. Listen to the commands of the instructor running the range
10. In the event of an accidental shooting, secure your weapon

(PSP I c)

(PSP III a)

11. **IIPP Guidelines**

- a. These safety guidelines apply to all training given by the Los Angeles Police Department. These guidelines are to ensure that staff and participants are aware of potentially hazardous situations and how to avoid it
- b. These guidelines will be discussed and distributed to each student, instructor and coordinator to ensure they are followed

³⁵ Los Angeles Police Department SWAT Firearms Manual

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 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. 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

(PSP III k)

- e. 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
- f. In case of a serious injury, all IIPP notifications and protocol shall be followed.
- g. At each training location, there is a notebook located in the training unit’s office also containing the emergency plan that is in place
- h. 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
- i. All students that are **full duty** will participate in exercises.
- j. Duty restrictions use common sense, if something hurts, stop and report it to an instructor, assess pre-existing injury
- k. If there is a security risk in the area used for training, a designated guarding officer shall be armed, and their sole responsibility is to protect the area. At no time is the designated guarding officer allowed to participate in any training while assigned to this detail
- l. Instructors are responsible for conducting safety inspections or otherwise reviewing and assessing the safety of the equipment and facilities used for training
- m. Instructors are aware of environmental factors such as weather or air quality and adjust the instruction as necessary
- n. A check of the surroundings before drills is recommended to determine if there are uneven surfaces or hazards that have the potential to cause injuries
- o. Students are required to report all injuries immediately to an instructor or supervisor. In case of serious injury, the Los Angeles City Fire Department is immediately notified by broadcasting and requesting a rescue ambulance, or by calling 911
- p. A list of local contract hospitals should be maintained and available to all instructors. All injured personnel are accompanied to the hospital by a supervisor. In the event a student is transported by ambulance a supervisor shall respond to the hospital without delay

J. Review the Four Basic Firearm Safety Rules

- 1. All guns are always loaded
- 2. Never allow the muzzle to cover anything you are not willing to shoot

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

3. Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot
4. Be sure of your target

K. Introduction and History of the Carbine Rifle

1. Generally, .223 caliber weapon that versatile weapon that can be employed in exterior/interior
 - a. Became part of standard issue to SWAT on November, 1971
 - b. At this time SWAT became part of Metropolitan Division
2. Entry Weapon
 - a. Types of Ammo
 - 1) Barrier Penetrator
 - 2) Fragmentation
 - 3) Ball
 - 4) Factory ammo
 - b. 3-point sling
 - c. Light
3. Brief description of the weapon³⁶
 - a. Rate of fire
 - b. Muzzle velocity
 - c. Maneuverability
 - d. How to carry and transport
 - e. Wound Ballistics
 - f. Incapacitation
 - g. Accuracy
 - h. Ability to sustain fire
 - i. Discuss disadvantages

L. Disassembly/care and cleaning

1. Nomenclature-See handout for nomenclature of the weapon
2. Demonstrate disassembly/describe each component and cover cleaning and lubrication
 - a. Verify that the weapon is empty of any ammo
 - b. Point out locations to place lubrication
3. Reassemble-Show the reassembling of the weapon
4. The student will then field strip, clean, lubricate, and re-assemble their Carbine Rifle³⁷

M. *GROUP DISCUSSION:* Principles of Marksmanship (PSP I d)

Purpose: Review the principles of marksmanship in sequence as a mental checklist and a requirement to reliably, accurately and quickly fire the Carbine Rifle.

³⁶ LAPD SWAT Firearms Manual Section III. The H&K MP-5

³⁷ LAPD Manual-3/610.40, Maintenance of Firearms

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

Procedures: Conduct an open discussion, addressing the key points related to the proper sequence of marksmanship: Grip, Stance, Low ready, Sighting Alignment, Sight Picture, Trigger Control, and Breathing, Follow Through. Advise students that these skills will be incorporated in the slow fire drills

1. Trigger Control

- a. A great, majority of beginner shooter errors can be related to improper trigger control. Frequent errors, such as jerking the trigger or failing to apply straight-to-the-rear pressure, are common. The goal is to achieve a surprise break by pressing the trigger straight to the rear without disturbing sight alignment.
- b. Officer controls the rate of fire in both the semi and sustained fire modes (full auto), by controlling the trigger

2. Grip

- a. A proper grip involves grasping the pistol grip portion of the weapon with the primary hand. The grip is firm, yet not so excessive as to cause muscle fatigue
- b. The trigger finger of the primary hand is "indexed" alongside the trigger housing, above and parallel to the trigger
This is to accommodate one of the primary safety rules, "finger off the trigger until up on target and ready to fire"
- c. The support hand firmly grasps the hand guard portion of the weapon. This is true in both semi and fully automatic fire. **Note:** *There is a tendency for officers to want to use the support hand as merely a support, as in conventional rifle/distance shooting. With the carbine, a firm grip is essential, particularly in the fully automatic mode*
- d. Correct shouldering of the weapon is accomplished by placing the butt stock firmly into the shoulder. An exception to this is if the officer is equipped with heavy body armor that does not allow for the secure placement of the stock into the shoulder
- e. The primary side elbow is ideally kept down. Having the elbow up is not practical when moving within confined areas as it may have tendency to hit objects, thus disturbing shooting accuracy. Tactical vests today have been designed to accommodate the Carbine Rifle, keeping the primary elbow down
- f. Once the weapon is placed in the shoulder, it is pulled firmly into body at all times when firing

3. Stance

- a. The shooting stance with the Carbine Rifle is one of the most critical factors in firing the weapon accurately
- b. The shooting stance is essentially the same for both semi-auto and full-auto firing
- c. The shooting stance is broken down into the following components
 - 1) Feet- Feet are placed approximately shoulder width apart. The primary side foot is placed slightly to the rear and toes are pointed in the direction of intended travel
 - 2) Knees- Knees are slightly bent to allow flexibility while moving.

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 3) Hips- Hips are kept square to the target with the shooter leaning slightly forward into the target
 - 4) Shoulders-Shoulders are also kept square on the target and “rolled in” slightly. The head is kept upright
4. Low Ready Position
- a. The low ready position is used while moving or in preparation to fire; it is not a resting position. It is designed to allow the officer to identify and if necessary, engage targets quickly and efficiently. The proper low ready position is as follows
 - b. Weapon shouldered, maintaining a proper shooting stance and grip.
 - c. Muzzle depressed at a 45-degree angle below the line of sight. This allows the officer to see and scan the entire area, thus eliminating tunnel vision
 - d. Finger off the trigger and along the side of the receiver while in the low ready
5. Sighting
- a. Aiming is the act of aligning a weapon at a target with the aid of its sights. To do this, the officer looks at the target through the front and rear sights in such a manner that his line of sight is directed at the desired aiming point. The line of sight is an imaginary line extending from the officer’s eye, through the sights, to the aiming point
 - b. Conventional sighting with the Carbine Rifle is accomplished through the combined use of the fixed front sight and rotary rear sight
 - 1) The officer aims at the target by means of the rotary rear sight post and is properly centered, and that there’s an even circle of light between the inner circumference of the rear aperture and the outer circumference of the front sight shroud
 - 2) In this sight picture, the front sight is centered precisely in the rear aperture. This is the correct point of aim
 - 3) The design of the sighting system makes eye relief and proper sight picture almost immediate when the shooter acquires a positive cheek weld from a shouldered position. This also means that the rear rotary sight and fixed front sight is positioned above the axis of the bore
 - 4) To compensate for this design, the shooter must adjust his point of aim for the desired point of impact. At approximately 10 yards and closer, the shooter will find it necessary to make this adjustment for precision shots. The point of impact is lower than the point of aim
 - c. At 3 yards, the point of impact can be as low as 2.5 inches below the point of aim. The shooter needs merely to condition himself to aim slightly higher at closer distances. At extended distances (10 yards and further), this is not necessary while in the full-auto mode
6. Trigger Control
- a. The officer controls the rate of fire in both the semi and sustained fire modes (full- auto), by controlling the trigger

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- b. In the semi-automatic mode, the trigger must be pressed individually for each round fired
 - c. In the sustained fire mode, the trigger is pressed and held until the desired numbers of rounds are fired. This merely requires practice to become and remain proficient
 - d. When firing full-auto, the preferred number of presses to the trigger is two, delivering a standard response into the intended target. This equates into delivering four rounds, center of mass exposed, then evaluation whether additional shots are required
 - e. In all cases, the officer controls the weapon, not the other way around
 - f. Finger placement on the trigger may vary with the individual shooter; however, as a general rule, the entire face of the trigger should be covered with the pad of the trigger finger when pressing on fire
7. Breathing
- a. Unlike conventional slow-fire rifle shooting, particularly competitive fire, a specific breathing pattern is not used when firing the Carbine Rifle in close quarter room clearing operations
 - b. It is not realistic to expect an officer to perform an entry or room clearing operation while trying to hold his breath in preparation for a shot
 - c. This is not to say that if the weapon is to be used for a distant shot, from a static position, that such conventional breathing principles cannot be applied
 - d. The most important part of breath control with the Carbine Rifle is for the officer to breathe regularly. There is no control and hold

N. Carbine Rifle Manipulation Skills

1. **DEMONSTRATION:** Carbine Rifle Skills (PSP I b,f)

Purpose: To provide students with the opportunity to apply the knowledge, skills and training they have received related to HK416 manipulation.

Procedures: Individual activity

- a. This activity is conducted on the range
- b. Ensure that the instructor to student ratio is 1:5
- c. Have the students bring the necessary equipment, including eye and ear protection, to the range
- d. Assemble the students together near the center of the range
- e. Point out the importance of being able to safely and effectively manipulate the Carbine Rifle
- f. The instructor will demonstrate the Carbine Rifle manipulation skills set to the student as set forth in the LAPD SWAT Firearms Manual³⁸
 - 1) Weapon verification – unloaded condition
 - 2) Loading

³⁸ LAPD SWAT Firearms Manual

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 3) Unloading
- 4) Tactical Reload
- 5) Speed reload
2. Review Safety Guidelines

O. DRILLS: Carbine Rifle Manipulation Skills *(PSP I b,f)*

Procedures:

1. Each student will be assigned to a shooting lane with the necessary equipment
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 HK416
4. manipulation skills
5. As the drills continue to build, monitor and provide assistance as needed
6. Utilizing the skill set that was presented during the demonstration; reinforce the correct manipulation skills throughout the drills.
7. 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

P. DRILLS

1. 25-Yard Zero
2. Semiautomatic fire
 - a. No scoring
 - b. Instructor checking for Printing (Bullet Impact)
3. Verify sights
 - a. Check Printing
 - b. Point of aim should be point of impact
4. Armory personnel
 - a. Can adjust sites
 - b. Make any necessary repairs

Q. DRILLS

1. 25-Yard Zero
2. Semiautomatic fire
 - a. No scoring
 - b. Instructor checking for Printing (Bullet Impact)
3. Verify sights
 - a. Check Printing
 - b. Point of aim should be point of impact
4. Armory personnel
 - a. Can adjust sites
 - b. Make any necessary repairs

R. LAPD SWAT Carbine Qualification Course³⁹

1. Phase 1-Drill

³⁹ LAPD SWAT Firearms Manual III-32, III-33

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- a. 50 Yard line
- b. 5 rounds-5X1
- c. No time limit
- d. Target-S/A- any position, Not scored
2. Phase 2-Top off Magazine
 - a. 25 Yard line
 - b. 4 rounds- 2X2
 - c. 3 seconds
 - d. Target-**Semi-automatic- S/A** One pair to the torso
3. Phase 3
 - a. 15 Yard line
 - b. 2 rounds-1X2
 - c. 3 seconds
 - d. Target-S/A- One brain shot
4. Phase 4
 - a. 10 Yard line
 - b. 8 rounds-4X2
 - c. Target-**Fully Automatic-F/A**-Two pairs to the torso
5. Phase 5
 - a. 7 Yard line
 - b. 12 rounds-4X3
 - c. Target- F/A-Two pairs to the torso
6. Phase 6- Tactical Reload from Vest
 - a. 5 Yard line
 - b. 6 rounds-6X2
 - c. Target-F/A-failure drill
7. Phase 7
 - a. 10-3 Yard lines
 - b. 12 rounds-6X2
 - c. Shooting on the move: F/A- Command "initiate" the shooter advances toward their target while in the low ready position. On secondary command "fire" the shooter will fire a failure drill while on the move and before reaching the 3-yard line
8. Phase 8- Speed Reload
 - a. 5-3 Yard lines
 - b. 6 rounds-6X1
 - c. 4 seconds
 - d. Left Oblique-F/A Shooter lines up in front of their target takes one large step to the right. Repeat the drill in phase 7.
9. Phase 9
 - a. 5-3 Yard lines
 - b. 6 rounds-6X1
 - c. 4 seconds
 - d. Perpendicular-F/A- Shooter lines up in front of their target takes one large step to the left. Repeat the drill in phase 7.
10. Phase 10
 - a. 5-3 Yard lines

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- b. 6 rounds
 - c. 4 seconds
 - d. Right Oblique-F/A- Shooter lines up in front of their target takes one large step to the left. Repeat the drill in phase 7.
11. Phase 11
- a. 5-3 Yard lines
 - b. 6 rounds-2X3
 - c. 1.3 seconds
 - d. Single press brain shot-F/A- Repeat the drills in phases 8,9&10
12. Phase 12 Administrative Reload
- a. 2 Yard line
 - b. 4 rounds-2X2
 - c. 2 rounds-2X1
 - d. 2 seconds
 - e. Close Contact Drills (underarm assault position): Stationary: Shooter starts at the 2-yard line. On the command to “fire” the shooter will transition the Carbine Rifle from the shoulder to a close contact stationary position. Shooter will fire two presses to the torso; shooter will then bring the weapon to a two-handed low ready wait for secondary command of “fire”, at which time the shooter will fire, a single sighted press to the brain
13. Phase 13
- a. 13 Yard line
 - b. 6 rounds- 6X1
 - c. 2 seconds
 - d. Shuffle Forward: On the command to “initiate” the shooter will advance toward their target in the low ready position. Secondary command to “fire” the shooter will stop at the 3-yard line and assume a close contact position. The shooter will fire two presses to the torso, shuffle forward with the support leg first while shouldering the weapon. Shooter will fire a single sighted press to the brain
14. Phase 14
- a. 1-2 Yard lines
 - b. 6 rounds-6X1
 - c. 2 seconds
 - d. Shuffle to the rear: Shooter starts at the 1-yard line at the low ready. On the command to “fire” the shooter will transition the Carbine Rifle from the shoulder to a close contact position. The shooter will fire two presses to the torso then shuffle to the rear with the primary leg first, then shoulder the weapon with a two-handed grip. Shooter will fire a single sighted press to the brain
15. Phase 12-A – Alternate Qualification to Replace Phase 12-15
- a. 10-3 Yard lines
 - b. 20 rounds- 10X2
 - c. 4 seconds for body shot
 - d. 1.5 for brain shot

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- e. Multiple Target Drill: On the command Fire-Fire two presses center body on the right target, two presses center body on the right target, two presses center body on the left-low ready- Secondary command to fire: Single press to the brain on the designated target. Repeat drill starting with the opposite target
16. Phase 13-B
- a. 5-yard line
 - b. 6 rounds-3X2
 - c. 1 second
 - d. Contact Ready Drill: On the command fire, fire a single press to center body.
17. Mandatory: Tactical vest, tactical pistol, gloves and three Carbine Rifle magazines. The starting position will be from the low ready. Phases one through three fired in the semi-automatic mode F/A, using the two- shot burst technique

S. CLOSING

- 1. Instructor will review safety protocol
- 2. Instructor will inspect student equipment
- 3. Ensure Students return the next day with proper equipment

Day-3

IV. BARRICADED GUNMAN

(0600-1500) (480 Min)

(7a, b,c,d) (8a,b,c,d,e,f,g,h)(11a,b,c,d)

Instructional Goal: To provide the student with knowledge and skills necessary to locate and apprehend a barricaded gunman

Performance Objectives: Using lecturette, demonstration and learning activities including practical application the students will:

- Identify the appropriate equipment necessary to conduct a safe and successful search
- Work as a team to develop a plan for entering, searching a room and contacting suspects
- Successfully use equipment
- Identify the proper time to use force and articulate the reasonableness of their actions

A. Utilize the SWAT Tactics and Procedures Manual: Barricaded Suspect for further guidelines in presenting this block of instruction

B. Equipment Overview

- 1. Mirrors
- 2. High intensity lights
- 3. Tie off straps
- 4. Re-con scout robot
- 5. Fiber optics

C. Review Safety Guidelines that were previously distributed

D. **LECTURETTE:** Overview of Barricaded Gunman⁴⁰

⁴⁰ LAPD SWAT Tactics and Procedures -Barricaded Suspects

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

1. Reference the LAPD SWAT Tactics and Procedures Manual-Barricaded Gunman Section
2. SWAT Mission is to Isolate and contain a person within a controlled area to minimize civic disruption and to prevent harm to innocent persons
 - a. Armed gunmen barricaded-exposed
 - b. Suicidal subjects-barricaded-exposed
 - c. Fleeing felons-K9 searches
 - d. High Risk takedowns-reverse stings
 - e. Hostage rescue
2. Fisher vs. San Jose
 - a. Armed standoff
 - b. 4th amendment exigent circumstances
 - c. Unreasonable Seizure
 - d. Warrantless arrest
3. Barricaded Gunman Defined
4. SWAT Team Configuration
5. SWAT Team Deployment
6. SWAT Team Responsibility
 - a. First SWAT Supervisor/officer on scene
 - b. Overview responsibilities
 - c. Equipment Needs
 - d. Initial Contact
 - e. Scouting/intelligence
 - f. Planning
 - g. Briefing
 - h. Contact/ dialogue
 - i. Initiation
 - j. Chemical Agents
 - 1) Effects of chemical agent on persons are unpredictable
 - 2) Person who are mentally unstable or intoxicated may not experience adverse effects of chemical agent
 - 3) May cause the suspect to:
 - a) Surrender
 - b) Hide
 - c) Fight
7. Making entry **(9d,9e,12a, b,c)**
 - a. Individual responsibilities
 - b. Stealth-covert Entry Techniques
 - c. Hand arm signals
 - d. Equipment considerations
 - e. Use of Armored Vehicles
 - f. Mirroring techniques
 - 1) Overview what to look for
 - 2) Locating subject with mirror
- B. Room Clearing Techniques
 1. **DEMONSTRATE** the proper Room Clearing techniques

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- a. Entry
 - b. Clear the doorway
 - c. Do not over penetrate
 - d. Area of Responsibility (AOR)
 - e. Cover and search responsibilities
 - f. Contacting suspects
3. **DRILL:** Room Clearing Techniques
- a. Review safety guidelines
 - b. Students conduct room clearing using the demonstrated techniques
 - c. Critique the students' performance and provide areas for improvement
- D. Breaching Techniques
1. Introduction to Breaching Techniques
- a. Explain the purpose of each technique/tool
 - b. Personnel needed to utilize the technique/tool
 - c. Responsibility of the personnel
 - d. Considerations for using each specific tool
2. **DEMONSTRATE** the Use of each Technique/tool
- a. Bolt cutters
 - b. Hand ram
 - c. Sledge Hammer and Holigan
 - d. 12 GA. Breaching Shotgun
 - e. Break and Rake Technique
 - f. BEAR and Ram
 - g. Bar/Door PullsQuickie Saw
 - h. BROCO Torch
 - i. Explosives **(9d)**
3. **DRILLS:** Room Clearing Supported with Breaching-
- a. Review safety guidelines
 - b. Utilize the room clearing skills from above in conjunction with the breaching tools/techniques
 - c. These drills are conducted in the Shooting House
4. Remediation Opportunity
5. **DRILLS:** Mechanical and Explosive Breaching **(14b,12e)**
- a. Demonstrate how to utilize the technique
 - b. Hallways
 - 1) Exploit distance and
 - 2) Cover
 - c. Stairwells
 - d. Suspect apprehension **(12a)**
 - 1) Avoid exposure
 - 2) Proper cover and concealment
 - 3) Hiding in confined area
 - e. Alternate Tactics **(12d)**
 - 1) For use in unique locations
 - a) Barricaded in open
 - b) Barricaded person is occupying a unique venue

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- c) Barricaded person is in a vehicle barricaded person is a shooter
- 6. Overview current incident that occurred at unusual venues-2005-Current
- E. **DRILLS: Barricaded Gun Man Tactics-** **(13 a,b,c)**
 - 1. Review safety guidelines
 - 2. **DRILLS: Room Clearing Supported with Breaching**
 - a. Review safety guidelines
 - b. Utilize the room clearing skills from above in conjunction with the breaching tools/techniques
 - c. These drills are conducted in the Shoot House
 - 3. Remediation Opportunity
 - 4. **DRILLS: Mechanical and Explosive Breaching** **(14b,12e)**
 - a. Demonstrate how to utilize the technique
 - b. These drills are conducted at the Nike Site
 - 5. Hallways
 - a. Exploit distance and
 - b. Cover
 - 6. Stairwells
 - 7. Suspect apprehension **(12a)**
 - a. Avoid exposure
 - b. Proper cover
 - c. Hiding in confined area
 - 8. Alternate Tactics **(12d)**
 - a. For use in unique locations
 - 1) Barricaded in open
 - 2) Barricaded person is occupying a unique venue
 - 3) Barricaded person is in a vehicle barricaded person is a shooter
 - b. Overview current incident that occurred at unusual venues-2005-Current
- F. **INTRODUCTION TO CHEMICAL AGENTS**⁴¹ **(13a)**
 - 1. Types of chemical weapons
 - a. Liquid ferret 37 mm
 - b. 517 CS
 - c. 555 CS
 - d. 509 CS
 - 2. Criteria for use reviewed
 - a. Minimalize injury to suspect, officer and others
 - b. Other methods of control/apprehension would be ineffective or dangerous
 - c. Authorization must come from the rank of Sergeant or higher⁴²
 - 3. Gas Mask Application⁴³
 - a. Review proper FIT and potential causes of leaks
 - b. Review the deploying (donning) of the mask.

⁴¹ LAPD SWAT Tactics and Procedure, appendix B: Chemical Munitions

⁴² LAPD manual 1/572, SWAT Guide Book section 103

⁴³ Chemical Agent Instructor for RBC LD 35

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- c. Review the removal (doffing) of the gas mask. This should include explaining and demonstrating to recruits how to take off gas masks
- d. Review the proper storage of the gas mask
- 4. Delivery methods-
 - a. Sage Multi-Launcher
 - 1) 37MMm two stage trigger, fixed stock, six shot drum with light mount attached
 - 2) Located on SWAT truck
 - 3) After deployment return to SWAT truck
 - b. 37 MM Launcher
 - 1) single action, single shot with iron sights
 - 2) This equipment is located on the SWAT truck and or with a SWAT supervisor
 - c. Teargas projectiles
 - 1) 377 MM CS cartridges and OC cartridges
 - 2) 517 Handheld (CS gas) and T16 Handheld (OC)
 - 3) 301 Gas Dispersion round-37 MM, (fired directly at suspect)
 - 4) Mark 46 H (Horizontal Aerosol Projector) handed
- 5. Hot Gas
 - a. Pocket Tactical Grenade-509 CS
 - b. Spede- Heat Continuous Discharge Greande "555 CS"
- 6. **DEMONSTRATION: CHEMICAL WEAPONS**
 - a. Instructor will demonstrate and review each delivery system
 - b. Students will demonstrate each delivery system and deploy the munitions
- 7. Practical Application
 - a. GAS House
 - b. Donning and doffing of protective equipment prior to and after deployment of gas munitions
 - c. Instructors will deploy the 509 gas
 - d. Have students demonstrate clearing of PPE
 - e. Remain in the environment 5-10 minutes as Instructor evaluate their response to conditions
- 8. Decontamination
 - a. Fresh air and water. CN requires soap and water, but do not use with oils based chemical agents
 - b. Avoid water unless there is a large supply
 - 1) **ASK:** What will happen if water is used?
 - 2) **ASK:** How long will it have to be used to be effective?
 - c. Explain why lotions, first aid creams or oil-based products are not used
 - d. Discuss which Is better to use for decontamination, cold weather or warm weather better for decontamination
 - e. Clothing
 - 1) Wash as normal but separate from other clothing

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 2) Run a rinse cycle though the washing machine to eliminate and residue
- 3) Machine dry
- 9. Explain that Decontamination can take up to 45 minutes
- G. **TEST: BARRICADED GUNMAN WRITTEN TEST**
 - 1. Written Test
 - 2. 80% passing
 - 3. 1-hour time limit
- H. **CLOSING**
 - 1. Instructor will review safety protocol
 - 2. Instructor will inspect student equipment
 - 3. Ensure Students return the next day with proper equipment

Day 4

V. HIGH RISK WARRANT SERVICE⁴⁴ (0600-1500) (480 Min)
(7a,b,c,d),(8a,b,c,d,e,f,g,h) (11a,b,c,d)(12a,b,c,d,e)

INSTRUCTIONAL GOAL: To Introduce SWAT Officers to High Risk Warrant Services to include but not limited to understanding the guidelines, types and protocol before during and after service.

PERFORMANCE OBJECTIVES:

- Understand the concepts and philosophies of High-Risk Warrant Service
 - Understand Guidelines for High Risk Warrant Service
 - Understand the Types of Warrant Service
 - Understand and the planning involved in a High-Risk Warrant Service
 - Understand and Application of Diversionary Devices – Noise Flash Devices
 - Demonstrate and Apply techniques used during High Risk Warrant Services
- A. Utilize the SWAT Tactics and Procedures Manual Section III High Risk Warrant Service for further guidelines in presenting this block of instruction
 - 1. Review safety guidelines
 - 2. SWAT will serve warrants for Department that are deemed high risk⁴⁵
 - B. Introduction and Overview
 - 2. Categorizing Warrants
 - a. High Risk (SWAT Service)
 - b. Medium to Low Risk
 - c. Types of Service
 - 1) Dynamic **(9d)**
 - 2) Surround and Call Out
 - 3. Planning
 - a. Scouting
 - b. Entry Points

⁴⁴ LAPD SWAT Tactics and Procedure Section III High Risk Warrant Service

⁴⁵ Los Angeles Police Department Manual 1st quarter, Volume 4, Section 742.20

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- c. Entry Methods
 - d. Final Planning
 - e. HRW Forms
 - 4. Briefing
 - a. Should “paint a picture” for officers that have not been involved in the preparation of the warrant service.
 - b. Should provide a Chronological explanation
 - 5. Initiation
 - a. Entry Teams
 - b. Break and Rake Teams
 - c. Contacting Suspect
 - 6. Debrief/Critique
 - a. What was the Plan?
 - b. Did it work as expected?
 - c. How to alter for further improvement?
 - d. Identify additional training needs
 - e. Identify additional equipment need
 - 7. Summary
 - a. Planning and preparation key to success
 - b. EXPLORE OPTION, **PLAN** AND REHEARSE
 - 8. **CASE STUDIES** (17a)
 - a. Based on Current Incident develop case studies
 - b. Have the students work in teams and develop
 - 1) Plan briefing strategies for initiation
 - 2) Debrief/critique
 - c. Facilitator ensures that all the key information is brought and clarify any concerns prior to demonstrations and drills
- C. INTRODUCTION AND USE OF THE NOISE FLASH DIVERSIONARY DEVICES (NFD)** (14a,b) (13b)
- 1. Only SWAT personnel who have successfully completed a Department-approved training course in the proper use and deployment of Noise/Flash/Diversionsary Devices (NFDD) shall be authorized to deploy them during actual operations
 - 2. Generally, NFDDs may be considered whenever the use of a less lethal diversion would facilitate entry, enable arrest or potentially reduce the risk of injury. Circumstances justifying the use of flash/sound diversionary devices include, but are not limited to:
 - a. Barricaded Suspect/Hostage situations
 - b. High-Risk Warrant Service
 - c. Circumstances wherein distraction of violent person with mental illness, or those under the influences of alcohol/drugs, is believed necessary in order to facilitate apprehension
 - d. Situations wherein their use would facilitate the safe resolution of an incident

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

3. Prior to deploying NFDDs, SWAT personnel shall consider available intelligence information and other relevant circumstances (ie., the presence of children, elderly persons, etc.)
 4. Circumstances may dictate that exterior deployment is preferable to deployment into the interior of a structure
 5. Whenever possible, devices shall be deployed to an area visible to the deploying officer
 6. Note: Because NFDDs have the potential to ignite flammable materials; a portable fire extinguisher should be readily accessible during planned tactical incidents
- D. **DRILLS:** Room Clearing Techniques HRT **(12a, b,e) (11a,b,c,d)**
1. Utilize the drills as described in SWAT Tactics and Procedures Section# 4 Hostage Rescue Techniques
 2. Review safety guidelines
 3. Operational-planning Considerations **(8a, b,c)**
 - a. 2-3 officer (open/closed door)
 - b. 2-3 officer (doors open out)
 - c. 3rd officer responsibilities
 - d. Team leader responsibilities
 - e. Point responsibilities
 - f. Noise Flash Device (NFD) deployment
 4. Movement Techniques remedial training opportunity
- E. Room Clearing Techniques
1. **DEMONSTRATE** the proper Room Clearing techniques
 - a. Entry
 - b. Clear the doorway
 - c. Do not over penetrate
 - d. Area of Responsibility (AOR)
 - e. Cover and search responsibilities
 - f. Contacting suspects
 2. **DRILL:** Room Clearing Techniques
 - a. Students conduct room clearing using the demonstrated techniques
 - b. Critique the student's performance and provide areas for improvement
- F. **CLOSING**
1. Instructor will review safety protocol
 2. Instructor will inspect student equipment
 3. Ensure Students return the next day with proper equipment

Day 5 & 6

VI. HOSTAGE RESCUE/RECOVERY⁴⁶

(0600-1500) (960 Min)
(9f)

⁴⁶ LAPD SWAT Tactics and Procedures Manual Section 4: Hostage Rescue Techniques

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

Instructional Goal: To Introduce SWAT Officers to Hostage Recovery Techniques to include but not limited to Initial responses, entries and room clearing and team member responsibilities, hostage handling and evacuation procedures.

Performance Objectives:

- Understand the concepts and philosophies of Hostage Rescue
- Understand SWAT and Command POST Operations Responsibilities
- Understand and Application of Diversionary Devices – Noise Flash Devices
- Understand the four phases of a Hostage Rescue Operations
- Understand and Apply the Key Elements and factors of Hostage Rescue Recovery
- Understand Emergency versus deliberate rescue intervention
- Demonstrate and participate in Room Clearing Drills

A. Introduction to Hostage Rescue/Recovery (HRT)

1. Concepts and philosophy
 - a. Command priorities
 - 1) The hostage
 - 2) Other innocent persons
 - 3) The rescuer
 - 4) The suspect
2. Hostage situation types
 - a. Terrorist
 - b. Criminal hostage taker
 - c. Emotionally disturbed person
 - d. Mentally disturbed person
3. SWAT Commanders responsibilities
4. Four Phases of an HRT Operation
 - a. Planning
 - b. Rehearsal
 - c. Intervention
 - d. Evacuation
5. Key elements of HRT
 - a. Speed
 - b. Diversion
 - c. Surprise
6. Factors Needed
 - a. Aggressiveness
 - b. Momentum
 - c. Control/Discipline
 - d. Teamwork
 - e. Communication

(10a,b,c)

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- f. Effective, accurate shooting
- 7. Emergency versus deliberate rescue intervention
 - a. Emergency-limited information
 - b. Deliberate-element of time or condition of the environment is not critical
- 8. Debrief prior current HRT incidents **(17a)**
 - a. Based on prior HRT incidents
 - b. Lesson learned
 - c. Training
 - d. Future plan for improvement
- B. DRILLS: Room Clearing Techniques HRT** **(12a, b,e) (11a,b,c,d)**
 - 1. Utilize the drills as described in SWAT Tactics and Procedures Section #4 HRT
 - 2. Review safety guidelines
 - 3. Operational-planning Considerations **(8a,b,c)**
 - a. 2-3 officer (open/closed door)
 - b. 2-3 officer (doors open out)
 - c. 3rd officer responsibilities
 - d. Team leader responsibilities
 - e. Point responsibilities
 - f. Noise Flash Device (NFD) deployment **(14a,b)**
 - 4. Movement Techniques remedial training opportunity **(11a, b,c,d)**
- C. DRILLS: Room Clearing** **(16c,17b)**
 - 1. Live fire
 - 2. Review safety guidelines
 - 3. Intel Driven Tactics
 - a. Reporting Process
 - b. Known hostage location
 - c. Stealth probe to breach point
 - d. Stealth probe to contact
 - e. Evacuation Process
 - 1) Hostage Evacuation Process (HEP)
 - 2) Hostage Holding Area (HHA)
 - 3) Critical Information
 - 4) Separation of Hostages and Hostage takers
- D. DRILLS:** **(11d,12e,14b,16c,17b)**
 - 1. Review safety guidelines
 - 2. Room clearing techniques with Live NFDs
 - 3. Sniper initiated entries and room clearing
 - 4. Weapons maintenance
- E. Mobile Option⁴⁷** **(9g,11b,17b)**
 - 1. Review safety guidelines
 - 2. Overview the key considerations when confronted with a hostage rescue scenario

⁴⁷ LAPD SWAT tactics and Procedures Section VI Mobile Option

**LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline**

- a. Team
- b. Approach
- c. Equipment needed
- 3. **DRILLS:**
 - a. School Bus (Dry practice)
 - b. Live Fire
 - 1) Sedan
 - 2) Van
 - 3) RTD Bus
 - c. The covered pile
- F. **DRILLS:** Live Fire Shoot House **(11d,12e,14b,16c,17b)**
 - 1. Review safety guidelines
 - 2. Hostage Rescue/Recovery Technique (HRT)
 - 3. HRT and NFDs
 - 4. HRT, NFDs and Explosive
- G. **TEST:** Hostage Rescue/Recovery Written Test
 - 1. Written Test
 - 2. 80% passing
 - 3. 1-hour time limit
- H. **CLOSING**
 - 1. Instructor will review safety protocol
 - 2. Instructor will inspect student equipment
 - 3. Ensure Students return the next day with proper equipment

Day 7

VII. CRISIS NEGOTIATION TEAM (CNT) **(0600-1500) (480 Min)**
(117c) (15 a,b)

Instructional Goal: At the completion of this course the student will be familiar with and be able to apply the verbal and physical tactics used to manage a hostage/barricaded suspect incident

Performance Objectives: Using a large group activity, the students will:

- Understand the communication techniques and negotiation strategies used in hostage/barricaded suspect incidents
- Be able to apply these verbal and tactical techniques in scenario training
- Be familiar with the psychological and cultural
- Understand the Crisis Negotiation Team objectives
- Understand the psychological aspects to crisis negotiations

A. INTRODUCTION AND OVERVIEW

- 1. Introduction of instructor(s)
 - a. Name, assignment
 - b. Experience
- 2. Overview block of training

(9c)

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- a. Management of a Hostage/Barricaded Situation
 - b. Crisis Negotiation Team Objectives
 - c. Communication Techniques and Negotiation Strategies
 - d. Case Study Analysis
- B. *DISCUSSION:* Management of a Hostage/Barricaded Situation**
Procedure: Large group activity
- 1. Dynamics of the hostage/barricade incident
 - a. Verbal strategies available to manage a crisis situation
 - b. Tactical strategies available to manage a crisis situation
 - 2. Discuss: The Evolution of the Crisis Negotiation Team (CNT) and Special Weapons and Tactics (SWAT) Processes **(9c)**
 - a. Practical application for law enforcement
 - b. Appropriate response issues
 - c. Decision making issues
 - d. Legal considerations and ramifications
 - e. Training and equipment concerns
- C. *DISCUSSION:* Crisis Negotiation Team Objectives**
Procedure: Large group activity
- 1. CNT model
 - a. Individual roles
 - b. Individual responsibilities
 - 2. CNT mission
 - a. Relative to “buying time”
 - 3. Verbal manipulation concepts in a crisis incident **(PSP IV Tact d)**
 - 4. Discuss: Historical perspective of contemporary crisis negotiation programs
 - a. History
 - b. Philosophies
 - c. Operational concepts
- D. *LECTURE:* Communication Techniques and Negotiation Strategies**
- 1. Negotiations as a resource
 - a. Techniques and guidelines for establishing dialogue
 - 1) Pursuing meaningful dialogue
 - 2) Maintaining dialogue
 - b. Intention/unintentional contact
 - 1) Escalation versus de-escalation
 - 2) Do not make assumptions
 - c. Establishing rapport **(PSP IV Tact. b, d, g, h)**
(PSP IV Interper. b, c, d, e, f)
 - 1) Evaluating the suspect
 - a) Approach
 - b) Body language
 - c) Posturing
 - 2) Establishing credibility
 - 3) Use of questions
 - a) Fact finding
 - b) Leading
 - c) Opinion/feedback

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 4) Confronting blame
 - 5) Saying “no” to suspect’s demands
 - 6) Persuading and influencing suspect
 - 7) Stimulating the conversation
 - 8) What to do and not do during the negotiation process
 - 9) Active listening
 - 10) Paraphrasing
 - 11) Use of empathy
 - 12) Resolution of conflict
2. Blending of verbal and physical tactics **(PSP IV Tact b, c, e)**
 - a. Successful requires response between negotiations and tactic
 - b. Operates on the premise that negotiating efforts must be integrated with tactical operations
- E. **DISCUSSION:** Psychological Aspects to Crisis Negotiations **(5c)**
Procedure: Large group activity
1. Crisis negotiations theory and the psychological underpinnings of the negotiation influence
 2. Definitions of basic strategies of: **(PSP IV Interper. b, c, f)**
 - a. Active listening
 - b. Persuasion strategies
 - c. Suggestibility techniques
 - d. Bargaining and other techniques
 3. Discuss: The hostage taker/barricaded suspect **(PSP IV Interper. e)**
 - a. Difficult or dominant personalities
 - b. Depressed and despondent individuals
 - c. Personality disorders
 - d. Thought disorders and psychoses
 - e. Cult members and identity group members
 - f. Chemical influences
 4. Discuss: The dynamics of hostage behavior
 - a. Stockholm syndrome
 - b. Survival tactics
 - c. Verbal intervention strategies
 5. Cultural nuances associated with the negotiation process
 - a. **ASK:** What sort of cultural issues might come up in a negotiation?
 - b. **Expected responses**
 - 1) Nationality of suspect
 - 2) Nation of birth
 - 3) Religion
 - 4) Social morays specific to suspect’s upbringing
 - c. Dialogue strategies
 - d. Professional and appropriate language
- F. **LEARNING ACTIVITY:** Case Study Analysis **(17a)**
Procedure: Large group activity
1. Review of negotiator notes from significant barricaded/hostage incidents

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

2. **SHOW:** Video and audio tapes related to the incidents⁴⁸
3. **DEBRIEF:** Incidents as a group
4. Reinforce key learning points
 - a. The techniques used in these incidents include both verbal and physical tactics
 - b. It is important for team members to understand the Crisis Negotiation Team objectives
 - c. The skills used in establishing rapport with the suspect are vital to a successful outcome in these incidents

G. PRACTICAL APPLICATION: Reality-Based Hostage Crisis Scenarios (17b)
(PSP IV Tact. a)
(PSP IV Interpers.a)

Procedure: Small group activity (117c)

1. The scenarios will involve the negotiation and CNT/SWAT processes
2. The scenarios allow the student to practice and be tested on the concepts and skills introduced in this course
3. The scenarios are based on past incidents which CNT has encountered
4. After each small group completes a scenario it will be debriefed thoroughly
5. Reinforce key learning points
 - a. The scenarios focus on communication concepts and physical skills needed to resolve the hostage incident
 - b. The debrief is important to reinforce skill acquisition
 - c. The scenarios are based on actual past incidents
6. **DEBRIEF**
 - a. DISCUSS: Individual effectiveness during the negotiation scenarios
 - a. DISCUSS: Team effectiveness during the negotiation scenarios
 - b. DISCUSS: The skills gleaned from the training
 - 1) Their effectiveness in general
 - 2) Problem solving as it relates to the scenarios
4. **CLOSING:**
 - a. Instructor will review safety protocol
 - b. Instructor will inspect student equipment
 - c. Ensure Students return the next day with proper equipment

DAY 8

VIII. DEFENSIVE TACTICS⁴⁹

(0600-1500((480 Min)

Instructional Goal: To provide students an opportunity to develop the training skills necessary to perform basic joint locks, walk-down, and takedowns

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

⁴⁸ All videos used are property of the Los Angeles Police Department

⁴⁹ LAPD SWAT Defensive Tactics Manual

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- Understand the Philosophy and concepts of the techniques
- Understand that the techniques are used for controlling, directing or arresting individuals
- Be able to satisfactory perform each technique

A. Introduction

(7a,d)

1. Review safety guidelines
2. Defensive tactics for SWAT Missions
3. Training
4. Consideration of equipment
5. Officer Safety
6. Assess the Situations
7. Communicate with teammates
8. Communication with suspects

B. **LECTURETTE:** Arrest and Control Techniques

1. Joint Locks
 - a. Joint locks are a series five of techniques that are used to control an uncooperative suspect
 - b. The philosophy behind the joint locks are that the officer does not fight against the suspect's resistance, but goes with the suspect's force to off balance and achieve a position of control to effect an arrest
 - c. In order to achieve a joint lock officers must be in relaxed, but ready, position in order to better anticipate the movements of the suspect
2. Pugilistic/strikes
 - a. Pugilistic are a series of, 8 techniques, (5 strikes and 3 blocks) that are used to distract and aggressive/ and or combative suspect
 - b. The philosophy behind pugilistic are that the officer uses distraction strikes to temporarily stun a suspect in order to create space in order to utilize more use of force options, or to off balance a suspect to engage in a takedown
3. In order for officers to deliver an appropriate distraction strike officer must initiate the strike from a balanced stance
4. Ground control and takedowns
 - a. Ground control and takedowns are a series of techniques that officers can utilize to control an aggressive and/or combative suspect utilizing the ground as a controlling agent
 - b. The philosophy of ground control and takedowns are to reverse a dominant position, achieved by the suspect, after being taken to the ground. It also enables an officer to better their position to better control and arrest an aggressive and / or combative suspect on the ground, or to give officers options in weapon retention under circumstances of serious bodily injury
 - c. Due to the dangers to serious bodily injury and weapon takeaways officers are encourage, while in a ground altercation to create space and get to a standing position and consider other use of force options
 - d. Officers must understand that teamwork extremely important considered when initiating ground control
5. Weapon Retention

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- a. Officers must be conscious of the fact that when in close proximity to a suspect, whether standing or on the ground
- b. Or on the ground the officers weapon is accessible to both the officer and suspect
- 6. Handcuffing and searching (PSP 3 h)
 - a. Handcuffing and searching
 - 1) Handcuffing is and officer's primary way of securing a suspect during an arrest, and searching is an officer's primary way of ensuring that there are no weapons, or other items, on the suspect that can cause serious bodily injury or death to the officer or citizen of Los Angeles
 - 2) The philosophy of handcuffing is to ensure that officers have the proper position and the most dominant degree of control over a suspect before securing and individual in handcuffs. The three positions from which officers are taught to search are standing, kneeling, and prone
 - 3) The philosophy of handcuffing is to ensure that officers have the proper position and the most dominant degree of control over a suspect before securing and individual in handcuffs. The three positions from which officers are taught to search are standing, kneeling, and prone
 - 4) The philosophy of searching is an issue of officer safety that involves physically checking the exterior of the suspects body and clothing for any item that may pose a danger to all officers and citizens of Los Angeles

C. DISCUSSION: Defensive Tactics Skills

Procedure: Large group activity

- 1. Indomitable Mindset (5a,b,c)
- 2. Mental conditioning for confrontations
- 3. Psychological considerations
 - a. How do you prepare your self
 - b. Behavioral Sciences Section (BSS) is available for
 - 1) Post-Trauma stress
 - 2) Stress management
- 4. Mindset
 - a. Officers must maintain a "will to survive"
 - b. Contact equals control: stay in contact with the suspect
 - c. Control must first be achieved before attempting to handcuff suspect
 - d. Space equals escape: create space in order to escape
 - e. Competence and confidence equals control: officers need to maintain the competence in these techniques and be confident in themselves
 - f. Multiple officers and communication. This is on the checklist, but it's not addressed in the lesson plan
- 5. Physical Fitness
 - a. Officer must maintain a high level of physical fitness
 - b. Running, bicycling, teams sports, weight lifting are all good for training purposes

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- c. Officers need to be mindful of their personal physical limitations to avoid injury
 - d. Stretching and warming up thoroughly prior to exercise is imperative
 - e. It is important to remember that the suspects are “sizing up” an officer as the officer evaluated a suspect
- D. Use of Force Policy (117e) (3a,b)
- 1. Review
 - a. **ASK:** what is an example of uncooperative?
Expected Responses
 - 1) Any person(s) who refuse to comply with officer’s command
 - 2) has not reached a level of aggressive and/or combative
 - b. **ASK:** What is an example of combative and/or aggressive?
c. Expected Responses
 - 1) Any persons who refuses to comply with officer commands and has also displayed intent of causing physical harm to officers or civilians
 - 2) Suspect taking a fighting stance
 - 3) Suspect physically attacking officer or civilian
 - d. **ASK:** What is an example of serious bodily injury?
Expected Responses
 - 1) Head Trauma, concussion, loss of consciousness
 - 2) Serious disfigurement, human bites, bone breakage
 - 3) Blunt trauma via weapon, multiple suspect attacks on officers or civilian
 - 2. Review current UOF policy⁵⁰
 - 3. Reporting UOF⁵¹
 - a. Review Department policy and procedures for reporting a use of force
 - b. Review Department policy and procedures for recovery/first aid
 - 1) For person force applied to
 - 2) For officers if injured in use of force
- E. **PRACTICAL APPLICATION:** Pugilistic and Ground Control and Weapon Retention Techniques
- Procedure:** Small Group Activity
- 1. Students will be in full tactical gear
 - 2. Instructor demonstrate
 - a. Kicks
 - b. Hand Strikes
 - c. Ground grappling techniques
 - 3. Students will observe the techniques
 - 4. Students demonstrate techniques

⁵⁰Los Angeles Police Department Use of Force Tactics Directive, Use of Force Policy Revised Directive No.1

⁵¹ Office of the Chief of Police Use of Force Directive- Adjudication of Categorical Use of Force Incidents

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- a. Students will practice the techniques until an instructor observes that he/she is proficient **(PSP 3 c, d, m)**
 - b. Students pair up and spread out on the mats
 - c. Half of the students will face the front of the room and the other half will face the back of the room
 - d. The students who are facing the front of the room will practice the techniques on their partner
 - e. The verbal commands need to be performed during the techniques **(PSP 3 f)**
 - f. Instructors will observe and make corrections
5. Reinforce key learning points
- a. Practicing the techniques regularly is necessary
 - b. Awareness, balance, self-control, focus, timing are important aspects to these techniques
 - c. Contact equals control, space equals escape

F. CLOSING:

1. Instructor will review safety protocol
2. Instructor will inspect student equipment
3. Ensure Students return the next day with proper equipment

Day 9

IX. RESPONSE ACTIONS FOR LAW ENFORCEMENT PERSONNEL WEAPON OF MASS DESTRUCTION AND HAZARDOUS MATERIALS **(0600-1500) (480 Min) (9h)**

Instructional Goal: To provide students with a method for responding safely to WMD and HAZ MAT incidents.

Performance Objectives:

- To have the students understand the importance of conducting a safe assessment, the necessity of adhering to established safety guidelines, establishing perimeters and making proper notification.
- To familiarize the students with what ICS is and where they fit into the system.

A. INTRODUCTION

1. Introduction of instructor(s)
 - a. Name, assignment
 - b. Experience

B. LECTURE:

1. As with any response to a call for service, the first operational thought for law enforcement officers responding to a WMD or Haz Mat incident is SAFETY. We must balance the need to handle the situation quickly and effectively with the need to stay alive and safe while accomplishing the assignment.
2. Our ability to maintain a positive safety mind set will insure our survival at

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

these significantly dangerous incidents. There are three techniques we can employ that will help us to accomplish this. Making a safe approach, conducting a safety assessment and maintaining good safety guidelines will help to insure the safety of citizens, your co-workers and yourself

3. Safe Approach

- a. Making a safe approach to a WMD or Haz Mat incident can be difficult. It is important to slow down when you are responding to these events to give yourself time to assimilate and use the information you receive prior to your arrival. You may not get a second chance if you find yourself too close to the incident before you realize it
- b. For example, if there is a WMD event involving a chemical at the local high school and you drive close enough for affected persons to collapse next to your radio car, you are probably too close to the incident and may become part of the problem

4. Safe Assessment

- a. Once again, this traditional officer safety issue is adapted to the new threat. The difference is the parameters of the assessment have changed. This is where the recognition clues you learned earlier come into play. Spotting and recognizing the characteristics of a WMD or Haz Mat event early will save your life
- b. Remember to slow you and your vehicle down; you do not have to get close enough to make a positive identification of the material. Shut down the air conditioner and roll the windows up so you don't take potentially deadly substances into the vehicle right away. Position your car so it is facing away from the incident, so you can make a quick escape if you need to. Use binoculars if you have them to enhance your visual of the incident and make your assessment

C. Safety Guidelines

1. There are ten key safety issues that will keep you and your partners alive in a WMD or Haz Mat incident. The guidelines are established to prevent you from being injured, incapacitated, or contaminated with the material in the WMD or Haz Mat event. Failure to follow these guidelines will likely result in unnecessary injuries or death to you and others
2. Be cautious- treat unknown substances as hazardous until proven otherwise. It is better to be sure than to be dead
3. Approach from a safe direction- remembers uphill, upwind and upstream. This way you give yourself time to move if things change
4. Keep a safe distance until an IDHA is complete and the risks are confirmed. Remember, this will take some time because technicians and experts will have input on this one. We will still not enter the hot zone, but the zones may expand or contract depending on what the decision is

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

5. Isolate the scene and deny entry to persons not equipped and not authorized to enter
6. Do not rush to victims without doing a risk assessment and wearing proper PPE. Yes, it is natural for us to want to help, but you must be prepared to do so in a hazardous environment
7. Do not touch, taste, or breathe an unknown released substance. This is obvious
8. Do not eat, drink, or smoke in the incident area. There may be flammable or explosive gasses in the air. You would not want to ignite them
9. Eliminate all sources of ignition near the incident area. This is in line with number 7
10. Establish and observe safety perimeters and control zones. We do not operate in the red zone! No one enters the warm zone without PPE!
11. Do not worry about looking foolish. The suits are designed to keep you alive

D. Isolating the WMD or Haz Mat Incident Scene

1. When attempting to isolate the scene, you will be faced with several challenges. The size of the scene will present difficulties because the scale of a WMD event will likely be significant, perhaps up to several square miles if there is some type of windblown toxic component present. Officers must establish perimeters to establish the boundaries of the incident, the safe working areas and the exclusion zones that will be handled by personnel in chemical protective clothing
2. Establishing these control zones will also allow you to control access into and out of these areas, ensuring no one leaves the area without being decontaminated if necessary and limits the spread of contamination. Safety and control zones create security layers that help to protect the decontamination corridor and limit looting. Finally, control zones help you to deal with the dilemma of distance, which is distance is safety's number one ally, but it is isolation's number one enemy
3. FRO's (that's you) will usually define the initial isolation perimeter (remember using the ERG). Technicians will usually define the control zones (using the IDHA) after identifying the material

E. The Isolation Zones

1. Before the zones are established, a perimeter for the event must be established. This is the outside security line that separates the incident and the control zones from the areas unaffected by the incident. The hot, or exclusion zone, is the area immediately surrounding the spot of the incident itself. This would be the seat of an explosion and the area struck by the blast. If it were a nuclear or radiological event, the location where radiation is still being actively released. For example, in the Chernobyl nuclear plant disaster, not only the plant but the entire city around the plant would be the considered hot zone. No one enters the hot zone without the proper protective clothing, whatever that may be
2. The contamination reduction zone or warm zone is where we as law

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

enforcement officers will conduct operations wearing PPE that is appropriate for the hazard. This zone lies between the exclusion (hot) zone and the support (cold) zone. This is where decontamination and exclusion zone support activities will take place. Force protection operations and mobile field force activities will also take place in this zone

3. The last control zone is the support, or cold, zone. This is the area between the CRZ and the area unaffected by the incident. This is where the support activities such as medical aid, command post and investigative operations, as well as transportation and shelter assistance operations will take place

F. Perimeter Control Objectives

1. Whenever we set up a perimeter, it is to control access. It is no different with a WMD or Haz Mat incident. The problem will be the same as well: people will not want to listen to you or do what you ask them to do. This and the potential scale is what make perimeters so labor intensive. To alleviate some of these difficulties, try to use natural terrain and structural features to enhance perimeter delineation, security and control
2. Control of the area between access points will also present difficulties. Looters, the curious and residents will want to get into the area. Some will climb walls, fences even piles of rubble to get where they want to go. They must be prevented from doing this. Finally, the inner perimeters of the control zones will have to be constantly monitored to limit access to authorized personnel

G. Perimeter Control Tactics

1. The tactics we use to accomplish this mission are very similar to those we would use at any other incident requiring perimeter security. First, you must determine how big the perimeter will have to be. You will have to use the ERG to help you determine the distance. Next, you will have to identify and control all of the entry and access points. This is where things get manpower intensive. You must have enough personnel to staff these points and repel unauthorized people trying to make entry. Establish the boundaries of the perimeter keeping these considerations in mind:
2. Un-staffed barricades and barrier tape generally do not work
3. Be aware of ignition sources (your vehicle, road flares, the MDT) that could start secondary fires
4. Take advantage of existing natural barriers or those created by the event. Reinforce terrain and structural features to make the entry point easier to control
5. Roving squads may have to be deployed to patrol just inside the outer perimeter to remove unauthorized persons from the area
6. You must control access to the perimeter by denying access to all unauthorized persons. Responders without a mission should be staged at or near the command post for rapid response. Establish emergency exit signals and procedures so you can get out of the area quickly if the event should expand (secondary device explosion, gas main rupture and ignition, etc.). Remember, the Haz Mat group will establish the control zones based on the

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

initial information you provide, and secondary information gathered during the IDHA

H. Notifications

1. The first type is mandatory. Those are the essential notifications to your supervisors, state, local and national government agencies and regulatory agencies that will have some form of control or responsibility at the event
2. The second type of notification is the request for specialized resources and manpower needs
3. The last type of notification is the situational report notification which will be sent on as needed bases to provide updated information on the needs, progress and status of the incident

I. Mandatory notifications

1. Whether the incident is a WMD or Haz Mat event, you must insure that a responsible party is located and contacted. This person would most likely be the owner of the material or the owner of the building, facility, truck, train or ship that contained the material involved in the incident. Local and regional administering agencies like the AQMD would need to be notified of the potential airborne threat. The State Warning Center must be notified of any type of terrorist attack on the state so that state resources can be mobilized to address the threat. Federal agencies like the National Response Center must also be notified in cases of terrorist attack to address the potential threat to the nation from the effects of the incident. If it is an act of terrorism, the FBI must be notified as they will assume command of the investigation
2. State Warning Center 800-852-7550
3. National Warning Center 800-424-8802

J. Resource Requirements

1. The general rule when considering requesting resources to handle a WMD incident is simple: If you need it, ask for it. If your department does not have it, someone else will. There will be an extraordinary amount people and equipment you will need to handle all of the needs of a large WMD or Haz Mat event. There are a number of different types of resources you will have to ask for. Mutual aid from other stations or other departments for manpower, specialized units such as Haz Mat and arson/explosive teams and support resources like the MTA and Red Cross to see to the transportation and shelter needs of victims are all examples of things you may have to ask for. Other resources like the EPA, US Coast Guard, Dept. of Homeland Security and the Office of Emergency Services are all possible sources for resources needed to handle the incident
2. When you request resources, make sure you need them. Consider the size, type and nature of the incident compared to the immediate resources that are available. Remember, much of what will be needed will be asked for by the incident commander after the command post is established. You should know what resources are available on your department and know what you can get

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

through mutual aid

K. Managing it all

1. In California, as in most of the country, the Incident Command System is the required method for managing large scale events such as natural disasters, WMD incidents and Haz Mat events. The ICS is an organized system of roles, responsibilities and standardized operating procedures that are used to direct and manage operations
2. The California Code of Regulations, California Fire Regulations and California Government Code all require the use of an ICS in WMD, Haz Mat and other large-scale emergencies. The State and Federal governments will not reimburse local governments for their costs incurred in responding to these events if they do not use the ICS

L. Basic Principles

1. The general premise behind the ICS is standardization. Because there will be several agencies responding from a number of different disciplines, there was a definite need to create a mechanism that would allow these agencies to coordinate the overall response efficiently. In creating this tool, the creators of the ICS developed the system bases on three main principles:
2. Incident Operating Procedures- so that different agencies and different disciplines can function smoothly at the scene without getting in each other's way or disrupting each other's operations
3. Common Terminology- so that different agencies and different disciplines could understand each other and stay on the same page (relatively speaking)
4. Structural Organization-so that the system components could focus on specific missions without losing information or becoming bogged down in its own red tape and losing effectiveness

M. Who's in charge?

1. He who arrives first wins!
2. The first responder to arrive at the scene will take command, establish a CP and manage the incident until he or she is relieved.

N. ICS Sections and Functions

1. The Incident Command System works very much like a sub EOC at a station. In fact, the sub EOC is a smaller version of an ICS. At the top sits the incident commander who manages the entire operation to its conclusion. In multi discipline operations, a unified command consisting of someone from each discipline will be established. Command has the final word on all of the major decisions concerning the incident.
2. The operations section is responsible for the management of all of the tactical operations concerning the incident. Command makes the decisions and operations determine who, when and how it gets done.
3. The planning and intelligence section conduct incident action planning. This is the information gathering (IDHA) and strategic goals setting section. They map out the strategy and develop the plan to handle the incident in the best

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

way possible. They make the recommendations to command and command makes the decision.

4. The logistics section is responsible for procuring all of the incident resource needs. Whatever the operation has to have for the mission, logistics will get it.
5. The finance and administration section will manage all of the financial aspects of the operation. They will track all of the expenditures associated with the incident, including of course, overtime.

O. Mutual Aid Responsibilities

1. In any such large-scale incident such as a WMD or Haz Mat event; you will very likely be called upon to assist another agency should the incident occur in another jurisdiction nearby. While you may or may not have to don PPE, you must be prepared to perform any large-scale action such as perimeter control, crowd and traffic control or public protective action
2. Keep your Thomas Guide handy

P. Protective Actions

1. There are two important actions we will undertake to secure the safety of as many citizens as possible in a WMD or Haz Mat event. We will either conduct an evacuation if the circumstances warrant it, or we will shelter-in-place if it safer for the neighborhood to do so
 - a. Evacuation
 - 1) The purpose of an evacuation is to remove people from threatened area of hazard to a safe area of refuge. The idea is to get as many as you can out if you cannot stop the incident from reaching them. Depending on the hazard, leaving people in their homes may not secure their survival
 - 2) Evacuations are almost always a last resort because they can be logistically and operationally difficult to execute. Transportation, food and shelter must be arranged for the evacuees and they may not be able to return to their homes for several days, causing serious disruptions in their lives. The preferred protective action whenever possible is to shelter-in-place
 - b. Shelter in Place
 - 1) The purpose of sheltering in place is to keep threatened people inside a protective environment, that being their homes or other residences. Closing windows, turning off air conditioners and closing doors is much easier and faster that having to evacuate
 - 2) Evacuations take time, require a place to go and may even expose citizens to the very risk they are running from. There are some considerations and issues that must be taken into account when making the decision to evacuate or shelter in place

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

2. Protective Action Considerations
 - a. When deciding whether or not to evacuate, consider what the materials are. Is it a fast moving, ground hugging heavier-than-air toxic gas? Is it a particulate matter that will settle onto the tops of residences, trees and grass becoming latent threats to people who walk out of their homes? Can it be neutralized quickly?
 - b. Another consideration is the threatened population. How big is it? How quickly can the necessary arrangements be made, and the evacuation begin? Is there a large special population that requires a large number of ambulances to move them?
 - c. Other considerations include: the resources available to you, the time factors involved, the current and predicted weather and your ability to communicate with the public their need to evacuate. Sheriff's Stations have the ability through their sub-EOC's to call all of the phone numbers in their jurisdiction with an automated evacuation message in case of a disaster requiring people to leave the area

3. Protective Action Issues
 - a. Whether the decision is to evacuate or shelter-in-place, both create some issues that need to be address for the operation to be successful. Coordination with all of the agencies involved in the operation is a must so that all aspects of the operation are accomplished
 - b. A clear and concise evacuation message must be crafted and sent as soon as possible to give people time to gather important belongings and get out in a timely manner. Traffic control measures insuring a smooth flow of traffic out of the evacuation zone will reduce the chances of mass panic and confusion. Having shelters designated and available for evacuees will ease the tension and stress of not knowing where to go or of having somewhere to go

4. Special Populations
 - a. Places like hospitals, high rise buildings and institutions (MCJ, TTCF) present unique difficulties and may not be practical to evacuate. Pre-planning for these specialized facilities will help to overcome the problems associated with moving people from these types of locations
 - b. Having secondary locations established and a mutual aid network within the discipline will make transferring people easier

Q. CHEMICAL PROTECTIVE CLOTHING and EQUIPMENT

1. The Instructor will explain the following information
2. The Need for CPC
3. In the current environment of increased potential exposure to weapons of mass destruction and hazardous materials, we need to have the appropriate protection that will keep us alive in toxic environments so that we can carry out the first responder duties that will be more vital than ever
4. We cannot restore and maintain any sense of security or peace if we are

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

unable to function at the most critical moments. Chemical Protective Clothing allows us to function in toxic environments and survive by protecting us from exposure to toxic chemicals and biological agents that could kill us

5. Limitations
 - a. The uniforms of most types of first responders provide little or no protection from the materials we would face in a WMD or Haz Mat incident
 - b. The police uniforms, vests, gun belts and boots are not chemically resistant, nor do they offer any liquid or splash protection. The structural firefighting equipment worn by those in fire departments does not constitute chemical protective clothing. The emergency medical services universal precautions do not provide any respiratory protection
6. Hazards
 - a. The primary hazard we will face as law enforcement will be the inhalation of a chemical or biological agent. Additional hazards are oxygen deficiency, burns, toxicity, and radioactivity
 - b. There are even hazards created by the CPC we will wear. Heat stress, exhaustion and stroke are possible, not to mention slips, trips and falls resulting in injury or compromising of the CPC.
7. Levels of Chemical Protective Clothing
 - a. Wearing the proper CPC can be a life and death decision. Selecting a level that is not sufficient for the hazard present will not do you any good. Since law enforcement first responders don't have a choice of the level of protection they will wear, (it will most likely be **level C**) we better be sure that what we have will protect us from what we face. Technicians and specialists will have a choice but in the presence of an unknown material the only choice is **level A**
 - b. If the IDHA is completed and the substance has been identified, then an appropriate level of protection can be chosen. Regular street clothing or our uniforms are considered **level D**
8. Level A
 - a. This is the highest level of protection you can get. This is the "space suit", the best respiratory and skin protection you can have. The suit is a positive pressure, self-contained breathing apparatus and fully encapsulated vapor tight suit that will protect you from everything except gamma radiation
 - b. This suit provides liquid and splash protection as well as protection from all chemical and biological warfare agents and toxic gases.
9. Level B
 - a. The second highest level of protection you can have. The positive pressure self-contained breathing apparatus gives you the highest respiratory protection, but the suit is not fully encapsulated so you

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

do not have the level of vapor protection as with level A.

- b. The suit is hooded and chemically resistant, so you will have good liquid and splash protection.

10. Level C

- a. This is the level most law enforcement will have. The air purifying respirator provides you with protection (depending on the filter) against all chemical and biological warfare agents, including things like Sarin, VX and anthrax. The suit is hooded and chemically resistant, providing liquid and splash protection
- b. Level C will allow you to work in contaminated environments for a limited amount of time, depending on the level of fitness of the person and the concentration level of the toxic material. If the filter should become saturated, the officer must get out of the contaminated area and into the decontamination corridor immediately.

11. Level D

- a. This is the lowest level of protection. Your uniform provides you with minimal splash protection, and no respiratory protection
- b. Since the greatest hazard to us is the inhalation of a toxic substance, it is clear that we do not enter warm or hot zones without proper chemical protective clothing.

12. Selection Criteria

- a. In determining what level of CPC is appropriate for use in WMD or Haz Mat incidents, several factors must be considered.
 - 1) What is the physical form of the material?
 - a) Is it liquid, solid or gas?
 - b) What is the degree of hazard?
 - c) Is it a splash, explosive or vapor hazard?
 - d) What other hazardous characteristics does the material have?
 - e) Does it displace, react with or reduce oxygen levels in the air?
 - f) Is the material reactive with anything else?
 - g) Are there any other known or observed hazards?
 - 2) These are questions that will determine the level of appropriate CPC.
- b. If the material is unknown, if there is a high splash hazard, or if it can be absorbed by the skin, or is in a confined space.
 - 1) Level A CPC is required. If the material is a not completely identified gas or vapor, or if the oxygen level is less than 19.5%.
 - 2) Level B CPC is required. If the substance is known, is a splash hazard only and there is sufficient oxygen in the air, Level C is appropriate.

13. It will be the policy of the Sheriff's Department that patrols first responders

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

will not enter the exclusion zone. Only specially trained and equipped department personnel will enter the exclusion zone when the necessity exists.

R. CPC in Control Zones

1. Earlier we discussed the three control zones that will be established in a WMD or Haz Mat incident. The zone you are operating in will also determine the level of CPC you will have to wear while you are working in that zone. If you are working in the exclusion zone (which you should not be doing) you should be in Level A or B CPC. The only time Level C may be worn is when the hazardous substance is known, the characteristics, hazards, amounts and concentration are known, the location is not a confined space, and it is known that the Level C ensemble will protect you. You can see now why we do not operate in the exclusion zone. This type of detailed information will almost never be available at the start of a WMD or Haz Mat incident. As first responders, we are not equipped or trained to operate in that zone.
2. However, we are equipped, and you are being trained to operate in the contamination reduction (warm) zone. The Level C protection will safeguard you and allow you to work in this zone for limited periods of time, depending on your level of fitness. There is no need for CPC in the support (cold) zone, as there is no threat or hazard.
3. There may be other decisions made regarding CPC selection, but it will not affect you as a first responder because you will be in Level C and you will only operate in a zone that Level C will protect you in.

S. Respiratory Protection

1. There are four different types of respiratory protection that may be used by different responders in a WMD or Haz Mat incident
 - a. The first type is the self-contained breathing apparatus (SCBA). The SCBA provides the highest level of respiratory protection because you are carrying your own air in a tank. There is no contact with the ambient air so there is no inhalation risk unless the mask is removed. Level A and B ensembles have SCBA.
 - b. The second type of respiratory protection is the supplied air respirator (SAR). The SAR is the type of equipment underwater welders use to stay submerged for extended periods of time. Air is supplied to the suit through a hose attached to the helmet or body. This type of protection is almost never used because it is very unwieldy on land and poses a contamination threat because of the attached lines.
 - c. The third type of respiratory protection is the air purifying respirator (APR). The APR consists of an airtight mask and filter to prevent inhalation of toxic contaminants. The APR is part of the Level C ensemble you will wear in the event you have to suit up and respond

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

to a WMD or Haz Mat incident.

- d. The final type of respiratory protection is the powered air purifying respirator (PAPR). It is an APR with a battery powered unit worn on a waist belt that pulls air into the mask after passing it through the filter. If the battery fails, the unit will work the same as the unpowered APR.

2. Components of Respiratory Protection Ensembles

- a. All of the RPE's have the same basic components. They all consist of a face piece and a harness or head straps to hold it in place. The SCBA has hoses, a regulator and an air supply. The SAR has a harness, hoses, a regulator and a remote air supply
- b. The APR has an air filtering medium (canister) to go with the face piece and head straps. The PAPR has a hose, an air purifying medium (canister), a power supply (battery) and a pump (motor).

3. Requirements for Issue and Use

- a. There are state and federal regulations for police and fire agencies issuing respiratory equipment to department personnel. Cal and federal OSHA requires every agency to have a respiratory protection program and have that program headed by a program administrator. Agencies are also required to have baseline and periodic medical assessments of personnel training in and using APR's, PAPR's and SCBA's
- b. All personnel using this respiratory equipment must be fit tested with a mask for their personal use. Regulations also require personnel be trained in donning, doffing and using the respiratory protection ensembles (RPE) they are issued. The RPE's are also required to be inspected on a regular basis as well as maintained and stored in a proper manner.

T. Donning and Doffing of Protective Clothing and Equipment

- 1. Chemical Protective Clothing is designed to keep you alive by preventing hazardous chemical and biological materials from contaminating you while you work in the warm zone. You must learn to properly don the CPC and remove it in the correct manner in order for it to work for you
- 2. In this section, we will cover the steps you must take in order to properly don CPC before entering the contamination reduction zone and doff the CPC after you have been through the decontamination process.
- 3. The Donning Process
 - a. First, assemble the CPC. The Level C ensemble should include the suit, APR, inner gloves, outer gloves, boots and chemical tape. Inspect all of the components of the ensemble. Check for pinholes

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

and punctures in the inner and outer gloves. Look for rips and tears in the suit. Check the boots for deformations in the rubber soles that may indicate they have been compromised and cracks in the uppers that might allow liquids into the boot. Inspect the linings, gaskets and seals of the APR. They should be supple and have no cracks. When you have completed the inspection lay out the equipment so that you can get to each piece easily.

- b. Next, tear eight pieces of chemical tape approximately 12 inches long each. Fold one end of seven pieces down about 1 inch. These will form tabs that you will need when it is time to remove the tape. On the eighth piece, fold both ends down into tabs. Tear another piece of tape approximately 4 inches long and attach it to the center of the adhesive (sticky) side of the eighth tape. This unified piece of tape will form a seal under your chin without tearing your skin. Tear a final piece of tape about 24 inches, or long enough to cover the zipper flap from top to bottom. Don't forget to make a tab on one end.
- c. You should remove any jewelry that may compromise the suit or prevent the APR from forming a good seal around your face. You will also have to remove your shoes to put the suit on. Step into the suit and zip it approximately half way up. Sit down so you can put the boots on. Point your toes down into the boot and hold the boot by the handles as you push your foot into the boot. Now zip the suit the remainder of the way up and put on the inner gloves. They are usually made of latex but if you are allergic to latex then you should use the vinyl gloves. Pull the inner gloves as far up your wrists as they will go and then pull the sleeves of the suit down over them. Use two pieces of chemical tape to secure the suit sleeves to the inner gloves and form a seal. Make sure you start the tape with the unfolded end or you will not have a tab to remove it.
- d. Now use the long piece of tape to seal the zipper flap, leaving the tab on the bottom. Put your APR on and tighten the straps. Remember to tighten the middle straps first, then the bottom and finally the top straps. Pull them snug but not too tight or you will have a headache when you are done. Perform a fit test by covering the filter and blowing out. You should have to move your hand for the air to exit. Cover the filter again and inhale. The mask should form a tight seal.
- e. Pull the hood of the suit over the mask and onto your head. Put on the outer gloves and use two more pieces of tape to seal the gloves. Use the eighth piece of tape and place it under your chin and tape it to the suit. Use the remaining three pieces of tape to seal the hood of the suit to the mask. Your partner will have to help you with the taping process and you will have to return the favor by taping him or her. Be careful not to leave any hair out of the suit before you apply the tape.

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

You will compromise the seal of the suit and cause some discomfort to your partner when it is time to doff the CPC.

- f. Finally, conduct a communications check with your partner by determining if he or she can hear you when you speak. You will see how difficult it can be to effectively communicate with each other when you have to do it through Level C protection. This completes the donning procedure.

4. The Doffing Process

- a. After completing your assignment or having spent the allotted amount of time in the contamination reduction zone, you must move to the decontamination corridor to begin the decontamination and suit removal process. After you have been directed into the corridor, remove and secure your gun belt, weapons and other tactical gear before you enter the first decontamination pool. The equipment will be decontaminated separately. Remove the boot covers if you have them.
- b. Step into the first decontamination pool. You will be rinsed and scrubbed from head to toe. As you step into the second pool, hold your feet up one at a time so the bottoms of your shoes can be scrubbed as well. Step into the second pool. Here you will be washed and rinsed from top to bottom. Remember to keep two fingers on your mask as the scrubbers work around your APR. After rinsing step into the third and final decontamination pool. Where you will be rinsed with water again, removing the remaining contaminants. Step out of the final pool into the bagging area.
- c. When you have entered the bagging area, the bagger will direct you to step into a large plastic bag. This bag will be used to package all of the protective clothing you have worn. Start removing the CPC by first removing the chemical tape from the zipper flap, hood and outer gloves. Discard the tape into the plastic bag. Step into the bag and unzip the suit halfway down. Sit down on the stool and remove the boots. Be careful to avoid touching the boots with your inner gloves. Use your heels to pull the boots off before stepping out of them completely.
- d. Stand up, leaving your feet in the bag. The bagger should help you pull the suit off of your shoulders and down into the bag. Sit down again and take your feet out of the suit, being careful not to touch the outside of the suit and leaving the suit in the bag. When you step out, **DO NOT** put your feet down in the decontamination corridor. Turn on the stool and place them into the support zone. Remove your APR by pulling it forward from the bottom and lifting it off of your head. Place it

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

in the bag. Finally, take your inner gloves off without touching the outside. Pull one glove down turning it inside out as you pull. Stop at the end of the palm before the fingers. Now pull the other glove down in the same manner. When you reach the end of the palm, pull both gloves off together. Discard them in the bag as well.

- e. This concludes the doffing process. You must be careful not to risk contamination by touching the outside of the suit or APR during the doffing process. Take your time with your movements so you do not lose your balance, risking greater contamination and injury.

5. Additional Chemical Protective Clothing and Equipment

- a. There are other pieces of equipment that are essential to complete the ensemble. Boots, which are chemical resistant and have a steel toe and steel shank, are vital for protection against corrosive liquids. Inner gloves, which are usually made of latex or vinyl, help to form a second layer of protection and are worn under the outer gloves
- b. The special purpose outer gloves are heavy duty butyl rubber and provide splash and biohazard protection. Chemical tape rounds out the ensemble, providing a seal for the suit that is vapor resistant.

U. CLOSING

1. Instructor will review safety protocol
2. Instructor will inspect student equipment
3. Ensure Students return the next day with proper equipment

Day-10

X. K-9 SEARCHES

(0600-1400) (420 Min)
(117e) (8c,9a)

Instructional Goal: To provide students with the knowledge and techniques necessary to successfully and safely work with canine

Performance Objectives:

- Understand search criteria
- Demonstrate SWAT Element members responsibility during a canine search
- Demonstrate responsibility of SWAT Element member once there is canine contact

A. *GROUP DISCUSSION:*

Procedures: Large group activity

1. Since 1979 the K-9 Unit has provided officers with a decided tactical advantage when searching for suspects
2. The advantage is an invaluable tool in the rapid detection of suspects and the protection of officers
3. K-9 search criteria⁵²
 - a. Felony suspect(s)

⁵² LAPD Metropolitan Div. K-9 Platoon Manual

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- b. Misdemeanor suspect with a gun
- c. Lost or missing persons
- d. Article searches
- 2. Initial incident information needed
 - a. Type of crime
 - b. Number of outstanding suspects
 - c. Weapon(s) involved
 - d. Were there shots fired?
 - e. Were suspects or victims injured?
 - f. Was involved in an officer involved shooting (OIS)?
 - g. Location of Command Post
 - h. Major cross streets and route of approach
 - i. Perimeter information
 - 1) Size, number of blocks
 - 2) Type of area
 - 3) Building description
 - 4) Other pertinent information regarding the perimeter
 - j. Is there an Air Unit on scene?
 - k. Tactical frequency being used
- 3. Responsibilities during a search
 - a. K-9 handler
 - 1) K-9 works off leash, constant visual of K-9
 - 2) Directed by the handler with hand, voice, or flashlight
 - 3) Ultimate responsibility for the K-9
 - 4) Ensures scent is available to the K-9
 - 5) Communicate/control/coordination
 - b. Point
 - 1) Protection of handler and K-9
 - 2) Weapon at low ready and offset left/right of handler
 - 3) Flashlight control - Use to spot check and not to guide in front of dog
 - 4) Covers forward and high of handler
 - 5) Remains as cover during search unless suspect is located, and positions change
 - 6) Point is the designated cover officer
 - c. Rear Guard
 - 1) Maintains 180-degree coverage
 - 2) Responsibility is split down the middle between two officers
 - 3) Weapon at low ready
 - 4) Flashlight control - Use to spot check and not to guide in front of dog
 - 5) Searches for suspect
 - 6) Rear Guard becomes point if they locate suspect
 - 7) Commands suspect, and handcuffs suspect

LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline

- 8) Carries other equipment needed for search
- 4. Search tactics⁵³
 - a. The printed slide is black, what do you say here?
 - b. Situations
 - 1) K-9 shows interest
 - 2) Stray dogs and other hazards
 - 3) Community members
 - 4) Locked gates, keys
 - 5) Hand search
 - a) Utilization of search team members to search a specific area without aid of the dog
 - b) minimum of two officers for contact and cover
 - 6) Independent search
 - a) Searching independently of the identified search team (perimeter officers decide to conduct their own search prior to arrival of canine if canine is to be utilized or during the canine search)
 - b) Team concept, no independent searches
 - 7) Trash cans
 - 8) Suspect located by team
 - 9) K-9 contact with suspect
 - 10) Suspect runs or fights
 - 11) Hot spots located by the Airship
 - 12) Communication with handler
 - 13) Shots fired and/or OIS
 - 14) Injured K-9
 - 15) All search team members on a hunt
 - a) All team members are responsible for search
 - b) weapons out of holsters at low ready
 - c) search team members share responsibility with K-9 team
- 5. Risk levels of searches
 - a. Low risk search - Search team configuration of three vs. four officers
 - b. High risk search - Search team configuration of three vs. four officers plus the addition of extra K-9 handlers or SWAT officers
- 6. Search team during K-9 contact
- 7. K-9 handler's control of dog, teams responsibility for cover and control of suspect
- 8. Air Unit support
 - a. Advantages
 - 1) Mobile observation post (OP)
 - 2) Communication
 - 3) Assist with perimeter
 - 4) FLIR

⁵³ LAPD Metropolitan Div. K-9 Platoon Manual

**LOS ANGELES POLICE DEPARTMENT
Special Weapons and Tactics 1850-23000
Perishable Skills Program
Expanded Course Outline**

- 5) Keeps suspect down, not moving
- 6) Alerts all the hazards
- 7) Assist K-9 operations
- 8) Psychological effect on suspect
- 9) K-9 announcement

b. Disadvantages

- 1) Sense of false security
- 2) Weather and time dependent

XI. End of Course Administration

(1400-1500) (60 Min)

- A. Equipment return and administrative duties
- B. Close out
- C. GRADUATION
 1. Certificates
 2. Parting words

TRAINING CONCLUDES

End of Day 10