

**Los Angeles Police Department
Search-Arrest Warrant
1850-24270
Expanded Course Outline**

Instructional Goal: To provide students with the knowledge of the most current UOF policy ¹as well as the knowledge, skills and techniques to successfully gain entry into a location when serving narcotic search warrants and arrest warrants.

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

- Demonstrate the knowledge, skills and ability to safely manipulate the service pistol
- Demonstrate the ability to shoot accurately
- Discuss techniques and tools best suited for breaching security doors
- Demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation², tactics, reasonable force, and officer safety.
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy, and tactical planning.

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

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

I. Pistol Overview

0700-0800 (60 Min)

A. Introduction

1. Instructor (s)
 - a. Name, Assignment
 - b. Experience
 - c. Distribute POST roster
2. Brief overview of the training schedule
 - a. Summary of Hour 1
 - 1) Safety guideline
 - 2) Sequence of marksmanship
 - 3) Use of force policy
 - 4) Pistol manipulation skills overview
 - b. Summary of Hour 2
 - 1) Practice pistol manipulation skills
 - 2) Sight-in pistols and live-fire drills
 - c. Summary of Hour 3
 - 1) Malfunction clearance drills
 - 2) Reload drills
 - 3) Tactical live-fire drills
 - 4) Combat course of fire
 - d. Summary of Hour 4
 - 1) Legal requirements for service
 - 2) Guidelines for successful warrant service
 - 3) Initiation
 - e. Summary of Hour 5 and 6
 - 1) Rapid entry drills

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

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

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2) Warrant service scenario

3. Overview Safety Plan

Illness and Injury Prevention Program (IIPP)

- a. Safety guidelines apply to all training given by the Department. These guidelines ensure that staff and participants are aware of potential hazardous situations and how to avoid them.
- b. Distribute and discuss safety guidelines handout **(PSP I c)**
- 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 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)**
 - 1) Render first aid and obtain appropriate medical assistance. Notify the Fire Department rescue ambulance (213-485-6185) via telephone, cellular phone, or police radio. Give specific directions to the location of the incident.
 - 2) In case of a serious injury, all IIPP notifications and protocol shall be followed.
 - 3) At each training location, there is a notebook located in the training unit’s office also containing the emergency plan that is in place.
 - 4) The supervisor will ensure that the necessary worker compensation forms (PDAS-43) and other reports (Employee Notification Form 15.7) are completed in a timely manner.
 - 5) Transport to the local hospital for a minor injury

- Burro Canyon Facility: Foothill Presbyterian Medical Center

250 S. Grand Ave
Glendora, CA 91741
Tel. # (626) 963-8411

B. GROUP DISCUSSION: The Four Basic Firearm Safety Rules

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

Procedures: Large group discussion

1. Review the Four Basic Firearm Safety Rules
 - a. All guns are always loaded.
 - b. Never allow the muzzle to cover anything you are not willing to shoot.

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- c. Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot.
 - d. Be sure of your target
2. Point out that these rules apply to tactical situations or exercises, such as
 - Unintentionally covering an officer during a building search or car stop
 3. Reinforce that the range safety rules apply at home and in the field as well

C. LEARNING ACTIVITY: Use of Force Policy Case Studies **(117)**

Purpose: To provide students an opportunity to refresh their knowledge about use of force considerations and policy, legal issues, moral obligations and ethical dilemmas to include De-Escalation and Reverence for Human Life. **(PSP II h, i)**

Procedures: Small group activity

1. Break students into small groups
2. **DISTRIBUTE:** Case Study 1 (Juvenile) to half of the groups, and Case Study 2 (Person with mental illness) to the other half (if the class is large enough to do so)

Case Study 1 - Juvenile

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

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

Case Study 2 - Person with a Mental Illness

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

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

3. Ask each group to discuss the following:

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- a. What tactical concerns should the officers have as they respond to the area?
- b. Where does the situation fall within the situational use of force standard?
What force options are available?
- c. What considerations are there to be in compliance with LAPD policy and legal requirements?
- d. What are the moral obligations and ethical dilemmas in this situation?
- e. What De-Escalation techniques were used?

DISTRIBUTE / DISCUSS: Directive No. 1.2, Use of Force Policy; Directive No. 16, Tactical De-Escalation Techniques; and Special-Order No. 23, Use of Force Policy- Revised

4. Advise the groups to utilize the handouts, if provided, during the activity and to analyze the situation and prepare to report findings.
 - Articulate the actions / behavior of the individual in the situation
 - Articulate the actions/behavior of an officer in the situation
5. As the groups are discussing the question, break down the topics into the following three headings:
 - Policy/Legal Issues³
 - Use of Force Options
 - Tactical Issues/De-Escalation⁴
6. Instructor should monitor the groups during the activity making notes of any concerns to incorporate in the debrief if not brought out by the groups
7. Debrief each case study.

The following information can be used to debrief both of the case studies. Ensure that the case study specific information is addressed during the specific debrief and paraphrase the key points.

- a. Ensure that the following are covered in large group discussion:
- b. Tactical considerations
 - 1) 4 C's of tactics
 - a) Containment
 - b) Control
 - c) Communication
 - d) Coordinate
 - 2) Edged Weapons
 - a) Distance + Cover = Time to make a decision
 - b) Time allows for the possibility to utilize less lethal options
 - c) Knives do have the capability to cause serious bodily injury or death
 - d) Knives often constitute a deadly force situation
 - 3) Other reasons for non-compliance by the individuals **(117c)**
 - a) Language barriers

³ Department Manual Section 1/556.10, Policy on the Use of Force

⁴ LAPD Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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- b) Disabilities
- 4) Critical points (112)
 - a) When communicating with individuals always be aware of cover, concealment and distance
 - b) Distance from the threat equates to time to react to the threat
 - c) Exert as much control as is needed to stay safe
 - d) Consideration should be given to the possibility that the officers may encounter persons with mental illness or persons displaying symptoms of mental illness and who may be incapable of understanding commands and are non-responsive
 - e) Failure to follow police directions during an episode is most likely not a deliberate act of defiance
 - f) Emphasis should be placed on the need to attempt to de-escalate situations involving persons with mental illness when the opportunity presents itself. This, in no way, implies that officers should not utilize force to protect themselves or others when reasonable.

c. Policy/Legal Issues (117e) (PSP I h)

- 1) California Penal Code section 835(a)⁵ As set forth below, it is the intent of the Legislature that peace officers use deadly force only when necessary in defense of human life. In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstances of each case and shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer.
 - a) The totality of the circumstances
 - b) That individuals with physical, mental health, developmental, or intellectual disabilities are significantly more likely to experience greater levels of physical force during police interactions, as their disability may affect their ability to understand or comply with commands from peace officers. It is estimated that individuals with disabilities are involved in between one-third and one-half of all fatal encounters with law enforcement.
 - c) Totality of the circumstances, that such force is necessary
 - d) Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to;
 - (1) Effect the arrest
 - (2) Prevent escape
 - (3) Overcome resistance
 - (4) Only reasonable force may be used
- 2) Drawing of the firearm⁶

⁵ California Penal Code Section 835a

⁶LAPD Manual-1/556.80, Drawing and Exhibiting Firearms

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- a) Based on the situation and the officer's reasonable belief that the situation may escalate to the point where deadly force maybe necessary
- b) Once the risk no longer presents itself the officer shall, as soon as practical, holster or secure the firearm
- 3) Protect yourself or others from serious bodily injury or death⁷
 - a) Officers are authorized to use deadly force when it reasonably appears necessary
 - (1) to protect the officer or others from the threat of serious bodily injury, or an imminent threat of death
 - (2) To prevent a crime where the suspect's actions place persons in jeopardy of death or serious bodily injury: or
 - (3) 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
- 4) Facts known to the officer at the time of the incident⁸
 - 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 vs. Connor court decision- "Objective Reasonableness"
- 5) Vulnerable Population⁹
 - a) Vulnerable populations include, but are not limited to, children, elderly persons, people who are pregnant, and people with physical, mental, and developmental disabilities.
 - b) The Department has always utilized extreme caution with respect to the use of deadly force against Vulnerable populations.
 - c) Nothing in the use of force policy is intended to reduce the degree of care required in such cases
- 1) Tactical De-Escalation Techniques
 - a) Planning
 - b) Assessment
 - c) Time
 - d) Redeployment and or Containment
 - e) Other Resources
 - f) Lines of Communication

d. Situational Use of Force Options

(117e) (PSP I i)

⁷LAPD Manual-1/556.10, The Use of Deadly Force

⁸LAPD Manual-1/556.10, Justification Limited to Facts Know to the Officer

⁹LAPD Manual-1/556.10, Vulnerable Population

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Use of force incidents are fluid and ever changing. Officers should use any of the options or combinations listed below in order to gain control of the situation

- 1) Individual's actions are cooperative
 - a) Non-verbal
 - b) Verbalization
 - c) Professional appearance
 - d) Control, search and handcuff
 - 2) Individual's actions show no response to commands
 - a) Verbalization
 - b) C-grip
 - 3) Individual's actions are uncooperative
 - a) Verbalization
 - b) Joint locks and joint lock walk downs
 - c) Baton assisted joint locks
 - 4) Individual's actions are aggressive combative
 - a) Verbalization
 - b) OC spray (3-12 feet)
 - c) Distraction strikes
 - d) TASER and less lethal munitions (0-21 feet)
 - e) Beanbag (0 - 45 feet) 5ft is a suggested minimum
 - f) Impact devices
 - g) Team takedowns; ground grappling, joint lock takedowns
 - 5) Individual's actions may cause serious bodily injury or threat of death
 - a) Verbalization
 - b) Neck restraint
 - c) Firearm
- e. An officer shall give a verbal warning, *when feasible*, in situations which require the use of
- 1) TASER¹⁰
 - 2) Beanbag Shotgun¹¹
 - 3) Less lethal munitions or impact device to control an individual¹²
- f. Moral Obligations/Ethical Dilemmas **(117f) (PSP I j)**

Expected Responses:

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

¹⁰ LAPD Use of Force-Tactics Directive, TASER

¹¹ LAPD Use of Force-Tactics Directive , Beanbag Shotgun

¹² LAPD Use of Force-Tactics Directive, 40mm Less Lethal Launcher

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- 11) Consequences of using lethal force on someone who is hurting themselves
 - 12) Use of Beanbag shotgun at less than 30 feet
- g. What identifies an ethical dilemma
- 1) Right vs. Right?
 - 2) Driven by Values and Principles
 - 3) Complexity of issues
 - Realities and pressures
 - 4) More than one right option
 - Facing a difficult situation where two apparent right courses of action are possible and making a conscious decision to take the course of action that points to the highest value.

D. LECTURETTE: Overview of Elements of Marksmanship

Procedures: Large group activity

1. The following three elements of marksmanship are listed in a specific sequence that is designed to provide the student with a mental checklist and reminder of the key elements and their necessary sequence required to fire a weapon reliably, accurately and quickly.
2. Proper sequence of marksmanship: Grip, trigger finger placement, sight picture
 - Advise the students that these skills will be incorporated in the slow fire drills and practical application exercises
3. Grip
 - a. The proper placement of both hands on the pistol
 - b. The student must acquire the proper grip tension on the pistol before firing. A proper firing grip tension will promote the following:
 - 1) Proper pistol functioning and reliability
 - 2) Reduced group size on the target
 - 3) Faster follow-up shots
4. Trigger Finger Placement
 - a. The trigger finger must be placed properly on the trigger
 - b. Finger should be placed on the trigger immediately after the decision to fire has been made and the weapon has begun to become aligned on the target
5. Sight Picture
 - a. Properly aligned sights must be placed on the part of the target you intend to shoot¹³
 - Front sight centered into rear aperture with equal distance on both sides of the front sight and level across the top
 - With eye focus being placed on the front sight

¹³ LAPD Handgun Instructor Training School (HITS) Manual

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- b. Once a flash sight picture has been obtained, then the handgun can be accurately discharged.

II. Pistol Manipulation Skills

0800-0900 (60 Min)

A. **LEARNING ACTIVITY:** Pistol Manipulation Skills - Demonstration

Procedures: Large group 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
 - Additional safety equipment is available on the range
4. Assemble the students together near the center of the range
5. Point out the importance of being able to safely and effectively manipulate the Pistol
6. The instructor will demonstrate the following pistol manipulation skills set to the student as set forth in the LAPD HITS Manual¹⁴
 - a. Pistol presentation
 - Drawing
 - Holstering the weapon
 - b. Chamber checks
 - Daytime
 - Low-light
 - c. Loading
 - d. Unloading
 - e. In-battery speed reload
 - f. Out-of-battery speed reload
 - g. Tactical reload
 - h. Harries flashlight tactical reload
7. At the conclusion of the demonstration, clarify any areas of concern
8. Reinforce the importance of safety, especially keeping the trigger finger off the trigger, during all pistol manipulations

B. **PRACTICAL APPLICATION:** Pistol Manipulation Skills - Drills

Purpose: As the instructor, your goal is to determine if the students have developed the skills necessary to pass the Pistol Manipulation Test and are ready to move on in the training.

¹⁴ LAPD Handgun Instructor Training School Manual, Chapter 10 Pistol Manipulation

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Procedures: Individual activity (these activities could be modified or curtailed at the primary instructor's discretion, based on the group's level of experience and demonstrated proficiency.)

1. Each student will be assigned to a shooting lane with the necessary equipment
2. Begin pistol manipulation skills drill sequence **(PSP I b)**
 - a. Pistol presentation
 - Drawing
 - Holstering the weapon
 - b. Chamber checks
 - Daytime
 - Low-light
 - c. Loading
 - d. Unloading
 - e. In-battery speed reload
 - f. Out-of-battery speed reload
 - g. Tactical reload
 - h. Harries flashlight tactical reload
3. As the drills continue to build, monitor and provided assistance as needed
4. These drills should provide the opportunity to coach the student through their mistakes and assist them in performing the appropriate manipulation skill when required during testing, as well as in the field. This should be a positive learning experience for all involved.
5. Reinforce the correct pistol manipulation skills set throughout the drills.

III. Live Fire Drills

0900-1000 (60 MIN)

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

A. PRACTICAL APPLICATION: Slow-Fire Drills

Purpose: Emphasize the sequence of marksmanship

Procedures: Individual activity

1. Assemble the students together near the center of the range
2. The instructor will demonstrate each of the following marksmanship drills using a clean, demonstration target
 - a. One-handed shooting with no grip tension on the pistol with proper sight alignment and trigger press
 - b. One-handed shooting with a firing grip tension on the pistol with proper sight alignment and trigger press
 - c. Two-handed shooting with a firing grip tension on the pistol with proper sight alignment and trigger press

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3. Begin drill sequence

- a. The students will then return to their assigned shooting lanes
- b. The lead instructor will give commands to conduct the marksmanship drills
- c. The student should use a clean circle target for each of the three (3) marksmanship drills **(PSP I d)**
- d. Assisting instructors should physically check the shooter's grip tension during the drills
- e. Upon completion of these drills, the student, along with an instructor, should compare and contrast the group sizes in each of the circles in order to identify any marksmanship problems

B. *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 three types of malfunctions with a semi-auto pistol as set forth in the LAPD HITS Manual
 - a. Class One malfunction – Failure to fire
 - b. Class Two malfunction – Failure to eject feed-way stoppage
 - c. Class Three malfunction – Double-feed/ failure to extract feed-way stoppage
 - d. Class Four malfunction- De-cocking lever down/spongy trigger

C. *PRACTICAL APPLICATION:* Pistol Malfunction Clearances-Drills

Procedures: Individual activity

1. When utilizing empty shell casings or snap-caps to create pistol malfunctions, remind the students that the first round and last round loaded into each magazine shall be a live round
 - Ensure that the student uses empty shell casings that correspond to the caliber of the specific pistol during malfunction clearance drills
2. The lead instructor will give commands to direct the students to set up for a specific malfunction and conduct the malfunction clearance drills
3. Begin drill sequence
 - a. The student will fire controlled pairs and failure drills while 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

D. *LEARNING ACTIVITY:* Pistol Reloads – Demonstration

Procedures: Group activity

1. Assemble the students together near the center of the range

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2. The instructor will demonstrate the proper procedures for conducting the following types of reloads
 - a. Tactical reloads
 - 1) Return to the low-ready with the trigger finger alongside the frame
 - 2) Assess
 - 3) Point out that with a striker fired pistol there is no need to decock
 - 4) Obtain a fully loaded magazine from the magazine pouch
 - 5) Exchange the magazines
 - 6) Secure the partially loaded magazine in a pocket
 - 7) Assess or scan again if necessary
 - b. In-battery speed reloads
 - 1) Lower the muzzle off target with the trigger finger alongside the frame
 - 2) Obtain a fully loaded magazine from the magazine pouch
 - 3) Eject the magazine from the pistol once the fully loaded magazine has been withdrawn from the magazine pouch
 - 4) Insert the fully loaded magazine into the pistol
 - 5) Point out that there is no difference with a pistol for this reload
 - 6) Return back to on-target if necessary to fire more rounds
 - c. Out-of-battery speed reloads
 - 1) Lower the muzzle off target with the trigger finger alongside the frame
 - 2) Obtain a fully loaded magazine from the magazine pouch
 - 3) Eject the magazine from the pistol once the fully loaded magazine has been withdrawn from the magazine pouch
 - 4) Insert the fully loaded magazine into the pistol
 - 5) With the support hand, use an overhand grip on the slide and retract and release the slide so that it returns back into battery
 - 6) Point out that the slide lock lever is not used as a slide release with the pistol
 - 7) Return back to on-target if necessary to fire more rounds
3. The students should now return to their assigned shooting lanes and wait for commands by the lead instructor

E. PRACTICAL APPLICATION: Pistol Reloads – Drills

Procedures: Individual activity

1. Tactical Reloads
 - a. Remind the students to keep the trigger finger off the trigger during all reloads
 - b. The students should load all of their magazines to full capacity
 - Magazines should be loaded to capacity to simulate the difficulty of reloading a fully loaded magazine
 - c. Shooting is done at the seven or ten-yard line
 - d. The students will fire controlled pairs and failure drills **(PSP I e)**
 - e. Have the students conduct tactical reloads upon the command of the instructor
 - f. The instructor should conduct as many tactical reloads as necessary until the students demonstrates proficiency

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2. In-Battery and Out-of-Battery Speed Reloads
 - a. The students should load all of their magazines to full capacity
 - b. Shooting is done at the three-yard line
 - c. The students will fire controlled pairs and accelerated pairs to the body along with failure drills **(PSP I e)**
 - d. Have the students conduct in-battery speed reloads upon command of the instructor
 - e. Remind the student that they should immediately conduct an out-of-battery speed reload in the event that their pistol is out of ammunition with the slide locked back
 - f. Point out to the student that they should ensure that they use an overhand grip on the slide to retract and release the slide during an out-of-battery speed reload
 - g. The instructor should repeat this drill as many times as necessary until the students demonstrate proficiency
 - h. The instructor may also utilize other magazine loading combinations and firing sequences in order to vary the sequence in which the student experiences the two different speed reloads

F. PRACTICAL APPLICATION: Live-Fire Tactical Drills

Procedures: Individual Activity – (The following drills are used as base guidelines. The lead instructor can run variations of these drills at their discretion)

1. Assemble the students together near the center of the range with their backs to the targets
2. While the students are assembled, and receiving their instructions, have the assisting instructors randomly place shoot/no shoot targets in the target frames. Each shooting lane will randomly have one or two “shoot” targets
3. Face the targets away so the students cannot see what type of targets are on each lane
4. Give the students the following instructions to follow in order to complete the live-fire tactical drills
 - a. The students should load all of their magazines to full capacity, unless instructed otherwise.
 - b. The student will react to the target(s) when the targets present and decide how to fire at the target(s) **(PSPI i,j)**
 - 1) When a single target (threat) is presented, the student should fire a failure drill
 - 2) When two targets (threats) are presented, the student should fire a pair to each body and, if time permits, a headshot on each target
 - c. The student should move to and utilize cover during the drill
 - d. Unless instructed otherwise, the student should use their own judgement to determine when to reload and what type of reload to utilize during the drill in

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order to keep their firearm is loaded and capable of reacting to the next threat
(PSP I a)

- e. Before moving to another target scenario, the student must safely holster their pistol
- f. The students will repeat this drill several times by encountering several scenarios of an unknown “shoot/no shoot” combination of targets
- g. The students should wait for commands from the lead instructor before recovering their magazines from the ground or moving to the next target scenario
- h. If a student has shot to slide-lock with their third magazine, they should then clear and holster their pistol and step back and off of the firing line
- i. Point out to the students that the purpose of this drill is for them to make the right decision as to which target(s) to shoot and how they will fire at the target(s)
- j. Answer any questions the students may have about the drills

5. Begin drill sequence **(PSP I e,g)**

- a. The students will then return to their individual staging area to begin the drill
- b. The lead instructor will then give commands to conduct the drills
- c. Assisting instructors should observe and give immediate feedback regarding their decision making and performance to the students before they rotate to the next set of targets
- d. The lead instructor will make the determination when to conclude the drill based on when the majority of the students have run out of ammunition and can no longer continue
- e. The lead instructor may repeat the drills as time permits

6. Upon completion of the drill, remind participants that it is equally important for them to know:

- Proper and safe weapon manipulation
- Marksmanship and target acquisition when shooting
- Proper decision making when shooting

IV. Combat Course of Fire

1000-1100 (60 MIN)

A. **DIAGNOSTIC TEST:** Combat Tactical Course **(PSP I b)**

Procedures: Individual activity

1. Each student will be assigned to a shooting lane with all the necessary equipment
2. The student will fire the LAPD 30-round Combat Tactical course of fire three times **(PSP I d)**
 - a. The student must pass all three times with a minimum passing score of 70%. 70% is defined as 105 points on each target for each relay fired.¹⁵
 - b. If the live fire drill is conducted under night-time conditions with reduced lighting, then the minimum passing score is 60% or 90 points on each target

¹⁵LAPD Manual-3/258.12, Combat and Night Combat Courses, Required Score

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3. The instructor will evaluate the targets for proper sight alignment, trigger control and accuracy
4. The instructors will score the targets and record the scores on a score sheet.

B. CLOSING

Reinforce key learning points:

1. The importance of safety when handling any firearm
2. Continue the training that was received during the course to ensure the student maintains the level of proficiency, including field stripping, malfunction clearance drills and reloads

V. Legal Requirements for Service

1100-1200 (60 Min)

A. GROUP DISCUSSION: Legal Requirements for Service of Warrants

Procedures: Large group activity

1. **DISTRIBUTE** Handout "Warrant Service Tactics"
2. Advise students to follow along in the handout as each topic is briefly overviewed. Have students identify key points and highlight or underline on their handouts. Throughout the presentation solicit personal experiences from the students to reinforce the key learning points. The information will be reinforced during the practical application
3. Legal requirements¹⁶ **(117e)**
 - a. *844 P.C. - Breaking doors / windows to make an arrest.* To make a felony arrest, a police officer: May break open the door or window of the house in which the person is to be arrested. Or in reasonable grounds for believing him to be in. After demanding admittance and explain the purpose for which admittance is desired.
 - b. *1531 P.C. - Breaking doors / windows to execute a warrant.* A police officer may break open any outer or inner door or window of a house or any part of the house, or anything therein, to execute the warrant.
 - 1) If after notice of his authority and purpose, he is refused admittance.
 - 2) Unless exigent circumstances exist.
 - c. *1533 P.C. - Direction as to time for search grounds for search at night; good cause.* Upon showing of good cause, the magistrate may in his/her discretion, insert a direction in a search warrant that may be served at any time of the day or night. In absence of such direction, in the hours of 7am and 10pm the warrant shall be served.
 - 1) Good Cause - Magistrate shall consider the safety of the peace officers serving the warrant and the safety of the public for nighttime endorsements.

¹⁶ LAPD Search Warrant Procedure Guide-2003, Chapter III-Legal Considerations

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B. Service of Warrants

1. Primary steps in warrant service

(71c)

- a. Planning
- b. Intelligence gathering and developing a plan of action
- c. Briefing
- d. Through review of entire plan
- e. Initiation
 - Replaces previous terminology of Execute
- f. Critique (Core Value)
 - Continuous improvement

2. Classifying Warrants¹⁷

- a. **All warrants are dangerous!**
- b. Metropolitan Division Assistance
 - When it is determined that, during the service of a warrant, there may be a confrontation involving a suspect possessing exceptional weaponry or who has a documented violent history, or involving a fortified structure, or other situation exist that may require specialized personnel, training, and/or equipment, the entity responsible for serving the warrant shall contact the Commanding Officer, Metropolitan Division for advice. The Commanding Officer, Metropolitan Division shall provide the appropriate advice and determine whether SWAT shall be deployed in the service of the warrant.
- c. "HIGH RISK" (SWAT service)
 - 1) Suspects are known to be armed
 - 2) The crime is of such a violent nature that armed resistance is anticipated
 - 3) The location is fortified requiring specialized equipment and/or tactics that can only be provided by SWAT to accomplish entry, or
 - 4) When suspect is contacted during the service of a search/arrest warrant and is armed and does not surrender, the event shall be considered a barricaded suspect situation and handled according to established Department procedures
- d. Medium / Low Risk
 - 1) Suspect/s demeanor not violent in the past
 - 2) Type of crime involved
 - 3) Easy access to the structure
 - 4) Weapons may be present
 - 5) Danger to officers is minimal

3. **ASK:** the class to describe the three different entry styles and who may use

Correct Response:

- a. Dynamic Entry
 - SWAT service only
- b. Rapid Entry
 - Normally narcotic or where the destruction of evidence is to be prevented

¹⁷ LAPD Manual Volume 4 - 742.05 Search and Arrest Warrant Policy and Procedures

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- c. Surround and call-out
 - Felony / misdemeanor where the destruction of evidence is not an issue

VI. Guidelines for Successful Warrant Service

1200-1300 (60 Min)

A. GROUP DISCUSSION: Planning the Service

Procedures: Large group activity

1. **ASK:** What are the things you need to plan a successful operation?
2. Reinforce the importance of preplanning and officer safety while serving search warrants
3. The following should be briefly overviewed in the large group discussion.
 - a. Planning¹⁸ **(71c)**
 - 1) Obtain interior and exterior diagrams. These diagrams will assist in determining how many officers it will take to safely serve this warrant.
 - 2) Determine the type of area
 - a) Residential
 - b) Business
 - 3) Scout the location
 - a) Photograph
 - b) Ground
 - c) Ariel
 - d) Identify potential cover and concealment
 - e) Gives a clear picture of the location
 - 4) Consider the following conditions
 - a) Obstructions
 - (1) Fence or walls: how high is there a need for ladders.
 - (2) Porches
 - (3) Decks
 - b) Cover or concealment: what types exist around the target site.
 - c) Animals: are there any and how will they be dealt with (fire extinguisher, OC)?
 - d) Neighbors: are they friend or foe **(117c)**
 - e) The attitude of the immediate neighbors and the entire community can have an effect on the outcome
 - 5) Windows
 - a) How big are they
 - b) Distance from the ground
 - c) Are the windows fortified
 - d) Are ladders needed
 - e) Use vents and type of window to locate the rooms
 - 6) Doors
 - a) Size and composition
 - b) Direction of movement
 - c) In or out

¹⁸Search Warrant Procedure Guide-2003, Chapter IV-Warrant Service Planning

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- d) Sliding
 - e) Locks
 - f) Number
 - g) Location
 - h) Type
 - i) Security door
 - j) With or without mesh covering
- 7) Occupants **(117c)**
- a) Consider your interaction with the children or disabled persons
 - b) How to relocate
 - c) Possible languages spoken
- 8) Weapons
- a) How are the suspects armed, type, and caliber?
- 9) Route to the location
- a) Ingress/egress
 - b) Back-up plan alternate routes
- 10) Breaching Method and entry tools needed
- 11) Complete diagram identify sides of the target - Diagram 1
- a) Sides
 - b) Clockwise starting with the front as side-1
 - c) Levels
 - d) Bottom to top, openings left to right
- 12) Window teams and location
- 13) Complete assignment sheet
- 14) Determine if additional personnel or equipment will be necessary
- 15) Equipment¹⁹
- a) Personal Protective equipment
 - b) Body armor is mandatory**
- 16) Additional personnel
- a) Containment teams
 - b) Uniform containment
 - c) Traffic control to block streets, etc.

B. *LEARNING ACTIVITY:* Breaching Tools Overview-Demonstration

Procedures: Large group activity, discuss each tool with the students, describe use and application concerns

- 1. Rip-ram
 - a. Used to gain entry to a metal security doors
 - b. Two tools on bar
 - 1) Large crow bar type end
 - 2) Angle prying point
 - a) Used for spreading and prying
 - c. Personnel and responsibility
 - 1) One person pops a hole with the sledge hammer in the external mesh
 - a) Above the lock
 - b) Sets hook, pulls pin, calls cadence

¹⁹ Search Warrant Service Procedures Guide, Chapter IV-Warrant Service Planning, Tools and Equipment

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- 2) One person is cover
- d. Considerations for use
 - 1) Tight quarters
 - 2) Striker plate not too large
- 2. Hooligan and Ram
 - a. Hooligan has three tools on one bar
 - 1) Sharp point
 - 2) Flat blade for prying
 - 3) Large crow bar
 - b. Personnel and responsibility
 - 1) Hooligan
 - a) Team O.I.C.
 - b) Calls for set
 - 2) Ram
 - a) Sets hooligan
 - b) Assists Hooligan as necessary
 - c) Responsible for inner door
 - 3) Cover
 - c. Considerations for use
 - 1) Lock side
 - a) Set between frame and cover plate
 - b) Reset between frame and door near lock
 - c) Use point to go behind frame and pry lock
 - d) If slide bolted attack frame
 - 2) Hinge side
 - a) Set and pry at lag bolts
 - b) Focus on the assigned task
 - (1) Don't underestimate opponent
 - (2) Have a solid mind set
 - 3) Trailer should bring the ram in
 - a) to use on internal doors
 - b) as back up to other tools
- 3. Hydraulic spreader
 - a. Jack and hammer
 - 1) Set above lock
 - 2) Directs pumper
 - b. Pumper
 - 1) Carries equipment to door
 - 2) Operates hydraulic pump
 - c. Cover
 - d. Considerations for use
 - 1) Steel door and frame
 - a) Striker plate too large for rip-ram
 - b) Lag bolt and nut construction
 - 2) Need for quiet entry
 - a) Refer to title 18 U.S. code no knock provisions
 - (1) Protect life
 - (2) Officer safety
- 4. Break and rake

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- a. Window Teams²⁰ Personnel and responsibilities
 - 1) Window cover and raker (two-officers)
 - 2) First officer provides cover
 - 3) Second officer will break/rake window and remove any window covering enabling an unobstructed view into the room
 - 4) Officers will provide cover and freeze any suspect(s) until the entry team enters the room.
 - 5) Bathroom / Kitchen windows: To prevent destruction of evidence a fire extinguisher can be deployed as a diversion
 - a) Window smasher
 - (1) Knock and notice
 - (2) Coordinates with entry team
 - (3) Do not allow hands to pass plane of window
 - (4) Recommend use crow bar that gives a long enough reach
 - (5) Rakes out glass
 - (6) Clears window dressing
 - Mini blinds most difficult to remove
 - (7) Optional use of CO2 extinguisher
 - b) Cover
 - (1) Ladder placement
 - (2) Set prior to smash
- b. Consideration for use
 - 1) Officer safety
 - 2) Suspect safety
 - 3) If children at scene DO NOT USE
 - 4) Safety equipment
 - a) Helmet
 - b) Face shield/goggles
 - c) Gloves
 - d) Long sleeves
5. Bean Bag shotgun
 - Adhere to Department policy if bean bag shotgun is deployed²¹
6. Once entry has been made, the breaching officer become entry trailers

C. GROUP DISCUSSION: Initiation²²

(71c)

Procedures: Large group activity addressing additional procedures necessary to serve a search warrant prior to the live fire drills

1. Terms that will be used for any operation
 - a. AOR
 - 1) Area of Responsibility
 - b. Rapid Entry must be predicated upon
 - 1) Speed (controlled)
 - 2) Surprise

²⁰ Search Warrant Service Procedures Guide, Chapter III- Legal Considerations

²¹ LAPD Tactics Directive , Bean Bag Shotgun

²² Search Warrant Service Procedure Guide, Chapter V-Service of the Warrant, Strategies and Tactics

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- c. Entry Team
 - 1) The entry location can be very dangerous time for officers
 - 2) Doorways have long been referred to as the "Fatal Funnel"
 - 3) If team receives fire from the warrant location (unknown area within location) you should treat this situation as a barricade.
 - 4) Primary entry point
 - Entry team will breach their opening
 - 5) Secondary entry point
 - Two-officer team will breach there opening, hold, and provide cover into the location
 - 6) Two-planned entry points beware of a potential cross fire situation
- d. Point
 - 1) If you know the location will require a point, assign that position during your planning phase.
 - 2) If no point was planned, be *FLEXIBLE* if there is a need for a point take that position
 - 3) Communicate! "I have point!"
 - 4) Point needs to communicate what he/she can see to the front
 - a) closed door right
 - b) open door left
 - c) suspects running, etc.
 - 5) **Never chase a suspect!**
 - 6) Systematically clear to his/her location
 - 7) remember, there are cover teams at selected windows
 - 8) When the point is no longer necessary become a room clearer.
- e. Inside the Location
 - 1) Communication is *ESSENTIAL!* Use appropriate voice commands (clear, trailer, covering, searching, coming out, etc.).
 - 2) Weapon positioning – Officers will have their weapon at the low ready.
 - 3) Proper weapons handling during movement is paramount to officer safety and target identification.
 - 4) **Minimum of two officers to a room, no exceptions!**
 - 5) Prevent destruction of evidence and control suspects.
- f. Doors
 - 1) Closed doors
 - a) First officer will cross the closed door and set up. The second officer will set up on the opposite side.
 - b) Hinge officer will cover.
 - c) Doorknob officer makes eye contact with hinge officer
 - acknowledgment made by both officers
 - d) Doorknob officer opens the door.
 - e) Hinge officer enters first followed by doorknob officer.
 - 2) Open doors
 - a) The first officer approaching the open door will stop and cover.
 - b) The second officer will then squeeze-up the first officer and both will enter the room.
- g. Room Clearing
 - 1) Upon entering **DO NOT STOP!** You must clear the doorway and allow your partner to enter and help
 - 2) Clear corners into the center of the room. Visually run your wall, covering your area of responsibility

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- 3) Contacting suspects
- 4) Prone suspect/s or have suspect kneel, do not lose sight of the suspect's hands
- 5) Minimum of one-officer stays covering the suspect/s
- 6) Continue to search the location
- 7) Once the location is secure, handcuff, and then search suspect
- h. Secure Location
 - 1) Conduct an in-dept search of location for hiding suspects
 - 2) Team leader-verify the location is clear and all suspects are secured
 - 3) Identify any damage and document **(117a)**
 - 4) Within guidelines or excessive
 - 5) Report it to the supervisor at scene
 - 6) Photographs
 - 7) Video
 - 8) ALIRT package
 - 9) After action review of warrant service by supervisor **(71c)**

2. Complete your investigation and secure the location

D. **LEARNING ACTIVITY:** Rapid Entry Drills **(71c)**

Procedures: Small group activity.

1. Emphasize, all warrant services are dangerous, good tactics, communications, weapons handling, and common sense increase the officer's ability to complete a successful warrant service.
2. Entry into a location can be a very dangerous time for officers. Doorways have long been referred to as "**The Fatal Funnel**".

3. **FACILITATOR INSTRUCTIONS:**

a. **THIS IS A LIVE FIRE DRILL**

- b. Reinforce the safety guidelines and ensure all students have safety equipment Ratio of instructor to shooter is 1 to 1 in addition there is a safety officer in attendance **(PSP I c)**
 - 1) Never shoot from room to room
 - 2) Never shoot from a hallway into a room
 - 3) Never shoot from a room into a hallway
 - 4) Never shoot within 3 feet reach of another officer
 - 5) Never enter the shooting house without the permission of the safety officer
 - 6) Never move any targets
 - 7) Never cover high in the shoot house
 - 8) Never move up or down to another floor unless told to do so by the safety officer
 - 9) Move through the house at low ready with finger off of the trigger and indexed along the slide
 - 10) Stay in your zone of responsibility
 - 11) Never shoot into another zone of responsibility
 - 12) Clear only your zone of responsibility

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- 13) Shoot only target that display a life-threatening condition
 - 14) After engaging a shoot target, come to a low ready, access the target, decock and stay with your target until notified to do otherwise
 - 15) Prior to each drill, a safety officer must ensure they are positioned correctly and inspect the targets. Only instructors can move targets
 - 16) When in doubt...DO NOT SHOOT
 - 17) All shooting must stop when a "Cease Fire" is ordered.
 - The safety officer must have a whistle or horn loud enough to be heard over the noise of the shoot house
 - 18) Anyone can call a cease fire
 - 19) Once a cease fire is ordered, the safety officer will gather any information regarding the cease fire and inspect and correct the reason for the cease fire
 - 20) Every officer must know the emergency procedures prior to going "HOT"
 - 21) The safety officer will direct all officers in the event of an emergency
- c. The drills should build in difficulty throughout the training block. This is meant as a low-key, coach the teams through their mistakes and demonstrate appropriate behavior when necessary. This should be a positive learning experience for all involved.
- d. As a facilitator your goal is to determine from the students input what worked, what didn't and if they are able to process what they have learned and be able to build on the information received throughout the training block. This block is **more show** than tell limit the lecturing and show them what to do.
4. The class is divided into work teams
 5. Utilizing deferential decision-making target systems, students will observe, identify and appropriately react to "Shoot or no shoot" Targets
 6. Reactive targets may include pneumatic or electrically operated turning target systems or stationary target systems that are screened from student view until encountered during the tactical drills
 7. The selective targets may include but are not limited to "real life" faced targets of pictures of persons armed with a variety of weapons with the ability to alter weapons or non-weapons with each target.
 - Example, A target which appears to be a gang member with a handgun, the hand gun can be covered with a target face of a law enforcement officer badge which would then depict an off duty or on-duty plain cloths officer
 - Instructor Note: repetitive exposure to the same target face with different weapon systems or non-weapon systems increases the decisive nature of the drill.
 8. The student should use their own judgement 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

(PSP I a)

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9. The facilitator configures the training site into the beginner level and demonstrates a rapid entry

10. Begin drill sequence

(PSP I g)

- a. Assist the team members in the first drill
- b. As the drills continue to build, monitor and provide assistance as needed
- c. The students should determine which breaching tool is appropriate for the different type of entries that they encounter
- d. Utilize the material that was presented in the block of instruction to debrief each drill upon completion

11. DEBRIEF POINTS

- a. Initiation
 - 1) Both entry points are breached.
 - a) Was the appropriate tool selected based on the type of door encountered
 - b) Was the tool used effectively
 - 2) Secondary entry point, officers will hold and cover into the location
 - 3) Window cover/raker team deployed
 - 4) Point covers advancing team in hallways
 - 5) When the point is no longer necessary become a "room clearer / trailer."
 - 6) Never chase a suspect
 - 7) systematically clear to the suspect's location.
 - 8) Trailer – requesting additional officers when necessary.
- b. Closed Doors
 - 1) Stack on each side of the doorway
 - 2) Hinge officer will cover, and doorknob officer will open the door
 - 3) The hinge officer enters first followed by the doorknob officer.
- c. Open Doors
 - 1) First officer stops prior to the open door
 - 2) Second officer stacks behind the first officer
 - 3) He/she will squeeze the first officer's thigh, and both will enter the room.
- d. Room clearing techniques involve controlled speed.
 - 1) Entries shall be completed by a minimum of two officers
 - 2) Never allow less than two officers to enter a room.
- e. Officers need to visually sweep their area of responsibility (AOR) upon entering.
 - 1) The sweep should always be:
 - 2) Near corner
 - 3) Deep corner
 - 4) Into the center of the room
 - 5) Up and Down
- f. Communication is *ESSENTIAL!*
 - 1) Use commonly understood voice commands and terms, avoid slang
 - 2) Clear
 - 3) Trailer
 - 4) Covering

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- 5) Searching
- 6) Coming out
- g. Prevent the destruction of evidence and control suspect/s.
- h. Contacting suspects **(PSP I a,i,k)**
 - 1) Ethical decision making regarding appropriate force option, including lethal and less-lethal
 - 2) Prone suspect/s or have suspect kneel if you would lose sight of the suspects hands.
 - 3) Minimum of one-officer stays covering the suspect/s.
 - 4) Continue to search the location
 - 5) Once the location is secure, handcuff, and then search suspects.

E. PRACTICAL APPLICATION: Warrant Service Scenario Drills (71c)

The exercise is a culmination of the previous blocks of instruction. At this point in the training the team that has been working together should be able to manage an entire Rapid Entry without assistance.

Procedures: Small group activity. **(PSP I b)**

- 1. The class remains in work teams
- 2. The facilitator configures the training site into the advanced level
- 3. Officers are assigned the responsibility for serving a warrant at a residence
- 4. Begin evaluation sequence
 - a. Allow the students to establish their own plan, briefing and initiation of the warrant service
 - b. The primary instructor will accompany the team through the live fire exercise and decision-making process **(PSP I a)**
 - c. An additional instructor should use the Rapid Entry Critique form to critique the activity and to assist in the debrief of the scenario and the entire training block **(PSP I b, g)**

5. DEBRIEF POINTS:

- a. Officers must demonstrate
 - 1) Planning
 - Safety guidelines
 - 2) Scouting
 - 3) Briefing
 - 4) Initiation
 - 5) Entry
 - 6) Room entry/clearing
 - 7) Contacting suspect/s
 - Use of Force options
- b. Debrief warrant service scenario
 - 1) What problems did you encounter?
 - 2) De-escalation principles applied?

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- 3) Communication problems?
- 4) What would you do different?
- 5) Discuss objectives
- 6) Cover mistakes
- 7) Cover solutions
- 8) Final questions and answers

F. CLOSING

Reinforce key learning points from the entire training

1. Understanding of the legal requirement, policies and procedures related to serving a warrant **(71a,b,c)**
 2. Utilize the Search Warrant Service Procedures Guide
 3. All warrant services are dangerous, good tactics, communications, weapons handling, and common sense increase the officer's ability to complete a successful warrant service. **(71c)**
- **Participants dismissed to clean weapons**
 - The student will then field strip, clean, lubricate, and re-assemble their pistol²³

²³LAPD Manual-3/610.40, Maintenance of Firearms