

**Metropolitan Division
Night -Time Shooting / Advanced Firearms Tactics
Basic Metro School
F224**

Instructional Goal: To develop advanced combat/survival shooting techniques that are consistent with Department most current UOF policy ¹as well as the knowledge in legal issues regarding the use of deadly force and making force options decisions.

Prerequisite: Students attending this training during Metro School must first successfully complete Metro’s Handgun, Tactical Shotgun and Tactical Rifle courses.

Performance Objectives: Using group discussions, learning activities, practical application, drills and testing, the student will:

- ❑ Review Department policy and legal issues in the use of deadly force
- ❑ Discuss all force options available to an officer in a tactical, low-light situations
- ❑ Demonstrate manipulation of duty firearms during low-light conditions and make “shoot” or “no-shoot” decisions
- ❑ Demonstrate the ability during stressful situation to precision shoot
- ❑ Demonstrate the ability to pass Metro’s marksmanship test with 70% accuracy
- ❑ Demonstrate an understanding of how our Department’s guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety
- ❑ By the conclusion of the training, students will understand how the application of this training is in keeping with our Department’s UOF policy, philosophy, and tactical planning

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

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

I. COURSE OVERVIEW (30 mins)

- A. Training Overview
 - 1. Instructors
 - 2. Course Overview
 - 3. Class roster

II. SAFETY OVERVIEW: Illness and Injury Prevention Program (IIPP) (1Hr)

- A. Distribute and discuss safety guidelines handout
 - 1. IIPP safety guidelines apply to all training given by the Department. These guidelines ensure that staff and participants are aware of potentially hazardous situations and how to avoid them

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

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2. All personnel should be instructed that a copy of the IIPP is in the training office of Metropolitan Division
3. 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
4. Protective eyewear and hearing protection (American National Standards Institute (ANSI) approved) shall be worn if blanks or live-fire rounds are used during a practical application or during any demonstration using the same
5. A Metro Emergency Medical Technician (EMT) shall be assigned to and present for all live-fire firearms training classes
6. 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 severe injury
 - a) Render first aid and obtain appropriate medical assistance. Notify the Fire Department rescue ambulance via phone (213-485-6185) or communications via police radio. Advise responders that this is a “training accident” and give specific directions to the location
 - b) In case of severe injury, all IIPP notifications and protocol shall be followed
 - c) The Metro EMT shall evaluate injuries to determine level of care needed
 - d) In the absence of an EMT, all minor injuries should be transported to local hospital for treatment

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 the importance and application on the range as well as in the field

Procedures: Large group discussion

1. Conduct an open discussion that will cause the student to review and think about the importance of the Four Basic Firearm’s Safety Rules
 - a. All guns are always loaded
 - b. Never allow the muzzle to cover anything you are not willing to shoot
 - c. Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot.
 - d. Be sure of your target

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2. Point out that these rules apply to training as well as live tactical situations such as traffic stops, building searches and anytime a weapon is being handled
3. Consider asking the class questions about the application of the safety rules and solicit their responses. Use the following examples or some of your own:
 - a. Which of the Four Basic Firearm's Safety Rules:
 - Do you think is the most important and why?
 - Is most violated on the range and why?
 - Is most violated in the field and why?
 - Is most violated in the home off-duty and why?
4. Reinforce that the range safety rules apply at on-duty and off-duty

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

Purpose: Revisit basic training regarding use of force considerations, policy, legal issues, moral and ethical dilemmas to include De-Escalation and Reverence for Human Life.

Procedures: large group activity

1. In a large group read the below case studies, or use your own, to the group
Case Study 1 – C-37 Vehicle

“415 man in front of the convenience store in a vehicle. Suspect is playing his car stereo loud. The disturbance has been going on for an hour.”

Upon arrival, the officers observe the suspect sitting inside the vehicle along with a ten-year-old juvenile. The music is loud and disturbing the peace, the officer's stop and exit their vehicle. As they are walking up on the vehicle, (20 ft. away) the officers run the license plate which comes back as a reported stolen vehicle. The suspect has not seen the officers yet.

Enhancement: Upon awareness of the presence of the officers, the suspect exits his vehicle and walks towards the trunk stating, “you will not take my kid from me again.” Suspect begins to open the trunk and states, “I have something here for you.”

Enhancement: Suspect retrieves a handgun from the trunk and points it in the direction of the officers.

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.

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Wife states her husband is mentally ill and has failed to take his medicine for the past 3 days.

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

2. Ask the class each of the following questions about each scenario:
 1. What tactical concerns should the officers have as they respond to the area?
 2. What Force options are available
 3. What LAPD policy requirements should be considered
 4. What De-Escalation techniques can be used?
3. **DISTRIBUTE:** Directive No. 1.1, Use of Force Policy-Revised; Directive No. 16, Tactical De-Escalation Techniques ²
4. Advise the groups to utilize the directives 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, draw three columns on the white board or flip chart and title as follows:
 - Policy Issues
 - Use of Force Options
 - Tactical Issues/De-Escalation
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

² Directive No 1.2UOF Policy-Revised, October 2020; Directive No. 16 Tactical De-Escalation Techniques, October 2016

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7. Debrief each case study and write the responses in the appropriate column

The following information can be used to debrief both case studies. Ensure that the case study specific information is listed on the white board during the specific debrief. When writing the students' responses on the board, paraphrase the key points and list them under the appropriate column

Ensure that the following points are covered in large group discussion:

a. Tactical considerations

1) 4 C's of tactics

- a) Containment
- b) Control
- c) Communication
- d) Coordinate

2) 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

- a) Language barriers
- b) Disabilities

4) Critical points

- a) When communicating with individuals always be aware of cover, concealment and distance
- b) Distance from the threat equates to time to react to the threat
- c) The goal of the Use of Force is to gain control of the individual while remaining 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

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- 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

D. *LEARNING ACTIVITY:* Use of Force Policy and Legal Issues

Procedures: large group activity

1. Discuss Policy/Legal Issues

a. Drawing of the firearm³

- 1) 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
- 2) Once the risk no longer presents itself the officer shall, as soon as practical, holster or secure the firearm

b. Using Force⁴

1) Officers are authorized to use deadly force to:

- Protect themselves or others from what is reasonably believed to be an imminent threat of death or serious bodily injury; or,
- Prevent a crime where the suspect's actions place person(s) in imminent jeopardy of death or serious bodily injury; or,
- Prevent the escape of a violent fleeing felon when there is probable cause to believe the escape will pose a significant threat of death or serious bodily injury to the officer or others if apprehension is delayed. In this circumstance, officers shall, to the extent practical, avoid using deadly force that might subject innocent bystanders or hostages to possible death or injury.

³ LAPD Manual-1/556.80, Drawing and Exhibiting Firearms

⁴ 2020 UOF Directive No. 1.2, Use of Force Policy

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c. It is the policy of this Department that personnel may use only that force which is “objectively reasonable” to:

- Defend themselves.
- Defend others.
- Effect an arrest or detention.
- Prevent escape; or,
 - Overcome resistance

d. Facts known to the officer at the time of the incident⁵

- 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
- Graham vs. Connor Court Decision – “Objective Reasonableness”

e. Youthful offenders

- 1) Age is not a legal consideration
- 2) The Department has always utilized extreme caution with respect to the use of deadly force against youthful offenders
- 3) Nothing in the use of force policy is intended to reduce the degree of care required in such cases

f. Tactical De-Escalation Techniques

- 1) Planning
- 2) Assessment
- 3) Time
- 4) Redeployment and or Containment
- 5) Other Resources
- 6) Lines of Communication

2. Use of Force Options

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

a. Individual’s actions are cooperative

- Non-verbal
- Verbalization

⁵ LAPD Manual-1/556.50, Justification Limited to Facts Know to the Officer

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- Professional appearance
 - Control, search and handcuff
- b. Individual's actions show no response to commands
- Verbalization
 - C-grip
- c. Individual's actions are uncooperative
- Verbalization
 - Joint locks and joint lock walk downs
 - Baton assisted joint locks
 - OC spray (3-12 feet)
- c. Individual's actions are aggressive combative
- Verbalization
 - Strikes
 - TASER (0-21 feet or 25 feet depending on cartridge)
 - Beanbag (0-45 feet)
 - 40mm Less Lethal (10-110 feet)
 - Impact devices
 - Team takedowns; ground grappling, joint lock takedowns
- d. Individual's actions may cause serious bodily injury or threat of death
- Verbalization
 - Neck restraint
 - Firearm
- e. An officer shall give a verbal warning ***when feasible***, in situations which require the use of
- TASER
 - Beanbag Shotgun
 - Less lethal munitions or
 - Impact device to control an individual
3. Moral/Ethical Dilemmas
- Expected Responses:
- Shoot or no shoot situation
 - Youthful offenders
 - Consequences of not using lethal force
 - Public perception
 - Police/peer perception
 - Family's perception
 - "Suicide by Cop"

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- Subject uses the officer as an instrument of the suicide
- Mental illness is not a criminal offense

a. What identifies an ethical dilemma?

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

III. ADVANCED FIREARMS TACTICS

(3 Hrs)

A. *LEARNING ACTIVITY:* Practice

Procedures: Individual and Group activities

1. The lead instructor will then give commands to conduct the drills
2. Assisting instructors should observe and give immediate feedback regarding their decision making and performance to the students before they rotate
3. The lead instructor will make the determination when to conclude the drill

d. 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

4. DRILLS

- 1) Citizen/Officer Rescue
 - a) Dry Practice
 - b) Live Fire
- 2) R-100/Protection Detail
 - a) Dry Practice
 - b) Live Fire
- 3) Counter Assault Team/MACTAC

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- a) Dry Practice
- b) Live Fire
- 4) Done Gas Mask
 - a) Dry Practice
 - b) Live Fire
- 5) Stress Course
 - a) Full Tactical Gear (Vest, Helmet, Tac-Belt)
 - b) All Weapons

5. Tactical Scenario: "Shooting Around/From vehicle"

- 1) While the students are assembled and receiving their instructions, have the assisting instructors set up popper target down range
- 2) 2 Vehicles will be parked on the range
- 3) Give the students the following instructions to follow in order to complete the live-fire tactical drills
 - a) The students should load all their magazines to full capacity
 - b) The popper targets are shoot targets the students decide how to fire at the target(s)
 - c) A "shoot" target should be considered a continuous threat as long as it is facing the shooter
 - d) When a single target (threat) is presented, the student should fire a failure drill
 - e) The poppers will drop with a lethal hit
- 4) The student will begin the drill from inside the police vehicle they should use the vehicle as cover and discuss the best location
- 5) Point out the various shooting platforms
- 6) The student should use their own judgment to determine when to reload and what type of reload to utilize during the drill to keep their pistol loaded and capable of reacting to the next threat
- 7) The students should wait for commands from the lead instructor before recovering their magazines from the ground or moving to the next lane
- 8) 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 the firing line
- 9) Point out to the students that the purpose of this drill is for them to make the decision as to which target(s) to shoot and how they will fire at the target(s) from a vehicle
- 10) Answer any questions the students may have about the drills

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IV. LOW LIGHT TACTICS

(1.5 Hrs)

A. LEARNING ACTIVITY: Practice

Procedure: Individual activity

1. Instructor reviews flashlight techniques
 - a. Harry's
 - b. Chapman
 - c. FBI
2. Students will practice
3. Instructors will monitor students practice and make corrections as needed
4. Tactical drills (optional)
 - a. **DEMONSTRATE:** Deploy from vehicle with lighting equipment
 - b. Students practice the skills
 - c. Instructors monitor students and make corrections as needed

V. NIGHT QUALIFICATION TEST: METRO QUALIFICATION COURSES

(1.5 Hrs)

Procedures: Individual activity

1. Each student will be assigned to a shooting lane with all the necessary equipment
2. The student will fire Metro's qualification courses for all weapons (see prerequisites)
3. The student must pass with a minimum passing score of 70% for each weapon system
4. The time that will be required to fire one relay and score it will be approximately 20 minutes.
5. The instructor will evaluate the targets for proper sight alignment, trigger control and accuracy
6. The instructors will score the targets and record the scores on a qualification score sheet.
7. Students who fail to achieve a passing score will be offered remediation and a re-test
 - a. A second failure to qualify will result in a counsel between the student and supervisor (Sgt or Lt) from Metro's Firearms Cadre and possibly result in removal from the School
 - b. Documentation will be maintained by Metro's Training Unit

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- c.
8. Upon completion of test clean up the range by policing up the brass casings and putting away all targets

VI. CLOSING

(30 mins)

Reinforce key learning points:

9. Importance of safety when handling their handgun, whether at work or at home
10. Maintain their proficiency with their handgun by continuing to review and practice the fundamentals they received during their training
11. Emphasize importance of practicing proper manipulation techniques, malfunction drills and marksmanship skills
12. Reinforce the understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force and Officer safety
13. Ensure that students understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning