

**Los Angeles Police Department
Firearms/Tactical Shotgun - 16 hrs.
POST Perishable Skills Program
Expanded Course Outline
1850-32085**

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

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

- ❑ Demonstrate the knowledge, skills and ability to safely manipulate the tactical shotgun (ie: Benelli, etc.)
- ❑ Review and discuss Department policy, legal issues, and use of force options that are applicable in a use of force case study
- ❑ Demonstrate the ability to shoot accurately in varied tactical situations
- ❑ Shoot a qualifying score on Metro's 20-round Shotgun Qualification Course (including Slug) with 90%
- ❑ Demonstrate the ability to disassemble, reassemble, care and cleaning of the tactical shotgun
- ❑ 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.
- ❑ Students will attend an additional Night Shoot Training Day ((LAPD Course F224) where they will be required to pass Metro's 20-round Shotgun Course (including Slug) with 80%

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. TACTICAL SHOTGUN COURSE OVERVIEW

(1 hour)

A. Introduction

1. Instructor (s)

- a. Name, Assignment
- b. Experience
- c. Distribute POST

2. Brief overview of the training schedule

a. Summary of Day 1

- 1) Course Overview and Course Handout, Safety Guidelines
- 2) Firearms Safety and Use of Force handout and Scenarios
- 3) Overview of Benelli Shotgun
- 4) Care and Cleaning
- 5) Review and Practice Manipulations and Malfunctions
- 6) Sight-in Shotguns

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

² LAPD Use of Force-Tactics Directive No. 16, Tactical De-Escalation Techniques

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- 7) Live-Fire Drills
- 8) Practice Metro Qualification Course

b. Summary of Day 2

- 1) Take Manipulation Test
- 2) Metro's Benelli Qualification Course for Score
- 3) Live-Fire Drills with All Equipment
- 4) One handed Manipulation Drills

c. Students attending this course while assigned to Basic Metro School will receive Safety Briefs and conduct Use of Force Discussions on first day of Firearms Training (Metro Advanced Handgun, F223)

3. Overview Safety Plan: IIPP Guidelines

- a. Safety guidelines apply to all training given by the Department. These guidelines insure that staff and participants are aware of potential hazardous situations and how to avoid it.
- b. Discuss safety guidelines **(PSP I c)**
- c. A Metro EMT will be assigned to each firearms training day
- d. 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.
- e. 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.
- f. 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 severe injury, all IIPP notifications and protocol shall be followed.
 - 3) 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.
 - 4) Transport to the local hospital for a minor injury
 - Angeles Shooting Range:
Providence Holy Cross Medical Center
15031 Rinaldi Street
Mission Hills, CA 91345
Tel. # (818) 365-8051

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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. Conduct an open discussion that will cause the student to review and think about the importance of the Four Basic Firearm Safety Rules **(PSP I c)**
 - a. All guns are always loaded.
 - b. Never allow the muzzle to cover anything you are not willing to shoot.
 - c. Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot.
 - d. Be sure of your target
2. Consider asking the class questions about the application of the Four Basic Firearms Safety Rules and solicit their responses. Use the following examples or some of your own.
 - a. Which of the Four Basic Firearm Safety Rules do you think is the most important one and why?
 - b. Which of the Four Basic Firearm Safety Rules is violated on the range the most and why?
 - c. Which of the Four Basic Firearm Safety Rules is violated in the field the most and why?
 - d. Which of the Four Basic Firearm Safety Rules is violated in the home the most and why?
3. Reinforce that the safety rules apply at home and in the field as well as on the range

C. DISTRIBUTE: Handout "Benelli Shotgun Course Handout"

1. Overview the handout and ensure to address the key points
2. Tactical Shotgun Course Requirements
 - The student must already be trained and certified to operate a Remington 870 shotgun
3. The following requirements apply to Metropolitan Division field personnel
 - a. The student must pass (2) Metro 20- round qualification courses (1 daytime and 1 nighttime) which include Slug ammunition and transitions
 - b. Upon successful completion personnel will be issued five rounds of shotgun slug ammunition and then may carry it in a spare ammunition carrier (e.g. butt cuff) to be deployed in the field

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- c. To remain certified to utilize Benelli Shotgun and Slugs in the field, Metro personnel must qualify with their Benelli shotgun quarterly at minimum with Metro's 20-round qualification course including slug ammunition
 - d. A serious violation of any safety rule is grounds for immediate removal from the class.
4. Review current Department policy governing the deployment of the Department shotgun³

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

Procedures: Large group discussion

Review Department Manual Section 1/556.10, Policy on the Use of Force⁴ and openly discuss how it affects the use of less-lethal force options.

D. Use of Force Review

- 1. Reverence for Human Life
 - a. In Preamble for Use of Force Policy
 - b. Why?
 - c. How does this play into our decisions when using force?

E. 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.

- 1. The totality of the circumstances
- 2. 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.
- 3. Totality of the circumstances, that such force is necessary
- 4. 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;
 - a. Effect the arrest
 - b. Prevent escape
 - c. Overcome resistance

³ 2007 LAPD Manual- 3/611.60 Deployment of Shotgun Slug Ammunition (SSA) & 1/556.90 Use of Urban Police Rifle and Shotgun Slug Ammunition

⁴ Department Manual Section 1/556.10, Policy on the Use of Force

⁵ California Penal Code Section 835a

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- d. Only reasonable force may be used
- e. You must have reasonable suspicion to believe that the person to be arrested has committed a public offense

F. ***Graham v. Connor* 490 U.S. 386 (1989)** affirms the “objectively reasonable” standard and states that the “reasonableness” of a particular use of force must be judged from the perspective of a reasonable officer on the scene, and its calculus must embody an allowance for the fact that police officers are often forced to make split-second decisions about the amount of force necessary in a particular situation.

- 1. No 20/20 hindsight
- 2. Based on the totality of facts known at the time
- 3. Would another officer with similar training and experience, facing similar circumstances act the same way or use similar judgement?
- 4. Does not have to be the best decision, just a reasonable decision

G. **Tactical De-Escalation Techniques⁶**

- 1. Guided by the principal of reverence for human life
- 2. The use of techniques to:
 - a) Reduce the intensity of an encounter with a suspect; AND,
 - b) Enable an officer to have additional options to gain voluntary compliance; OR,
 - c) Mitigate the need to use a higher level of force
 - d) All while maintaining control of the situation
- 3. Tactical de-escalation **DOES NOT** require that an officer compromise their safety or increase the risk of physical harm to the public
- 4. Tactical de-escalation techniques should only be used when it is safe and prudent to do so
 - **P**lanning
 - **A**ssessment
 - **T**ime
 - **R**edeployment and/or Containment
 - **O**ther Resources
 - **L**ines of Communication

H. **Command and Control⁷**

- 1. The use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
- 2. Initial responsibility to begin the process to develop a plan of action falls upon the senior officer, or any officer on-scene who has gained sufficient situational awareness.
- 3. Tactical Consideration

I. **Less Lethal Weapons and Ammunition**

⁶ LAPD Use of Force-Tactics Directive No. 16, Tactical De-Escalation Techniques

⁷ Training Bulletin, Volume XLVII Issue 4, COMMAND AND CONTROL

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1. California Penal Code Section 16780(a)
 - a) “Less lethal weapon” means any device that is designed to or that has been converted to expel or propel less lethal ammunition by any action, mechanism, or process for the purpose of incapacitating, immobilizing or stunning a human being through the infliction of any less than lethal impairment of physical condition, function or senses including physical pain or discomfort. It is not necessary that a weapon leave any lasting or permanent incapacitation, discomfort, pain or other injury or disability in order to qualify as a less lethal weapon.
2. California Penal Code Section 16770
 - a) As used in this part, “Less Lethal Ammunition” means any ammunition that both of the following requirements.
 - 1) Designed to be used in any less lethal weapon or any other kind of weapon (including but not limited to firearms, pistols, revolvers, shotguns, rifles and spring, compressed air and compressed gas weapons; and
 - 2) When used in less lethal weapon or other weapon is designed to immobilize or incapacitate or stun a human being through the infliction of any less lethal impairment of physical condition, function of senses, including physical pain or discomfort.

J. Less-Lethal Force-Clarification⁸

1. Less-Lethal force options (OC Spray⁹, Baton¹⁰, TASER¹¹, Beanbag Shotgun¹², 40mm LLL and Less-Lethal munitions¹³) are only permissible when:
 - a) An officer reasonably believes the suspect or subject is violently resisting arrest; or,
 - b) Poses an immediate threat of violence or physical harm.
2. Less-Lethal force options shall not be used for a suspect or subject who is:
 - a) Passively resisting, or
 - b) Merely failing to comply with commands.
3. Verbal threats of violence or mere non-compliance do not alone justify the use of Less-Lethal force.
4. In addition, generally, an officer shall give a verbal warning prior to using such force when feasible.

K. United States Court of Appeals for the 9th Circuit

1. Defines “Intermediate Force” as force capable of inflicting significant pain and causing serious injury. (Young v. County of Los Angeles)

⁸ Office of Administrative Services Notice 1.3, Use of Less-Lethal Force Clarification

⁹ Use of Force-Tactics Directive, Oleoresin Capsicum

¹⁰ Use of Force-Tactics Directive, Baton

¹¹ Use of Force-Tactics Directive, Electronic Control Device

¹² Use of Force-Tactics Directive, Beanbag Shotgun

¹³ Use of Force-Tactics Directive, 40mm Less Lethal Launcher

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L. *Deorle v. Rutherford* (2001DJDA 2725)

1. Officers have a duty to warn, if possible, before using any force option, including beanbags
2. The cloth cased shot constitutes force which carries significant risk of serious injury and thus is not to be deployed lightly

M. *Bryan v. McPherson* (630 F.3d 805)

1. X26 TASER and similar devices, when used in dart mode, constitute an “intermediate, significant level of force that must be justified by the governmental interest involved.”
2. Placed the taser at a higher level of force than most law enforcement agencies and the International Association of Chiefs of Police had placed them

N. *Young v. County of Los Angeles*

1. Traffic stop for a seatbelt violation (infraction)
2. Pepper spray and baton blows are “intermediate force” because they are “capable of inflicting significant pain and causing serious injury,” and therefore “present a significant intrusion upon an individual’s liberty interests.”
- 2.

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

Purpose: To provide students an opportunity to revisit basic training in the areas of Use of Force considerations and policy, legal issues, and moral obligations and ethical dilemmas to include De-Escalation and Reverence for Human Life.

(PSP I i)

Procedures: Small group activity

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

Case Study 1 - Juvenile

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

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

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."

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Upon arrival officers meet the P/R who states her husband is inside their house right now breaking the furniture and decorations. Officers see that the P/R has a cut on her right arm. P/R states that her husband accidentally cut her with a knife as she attempted to stop him, before calling the police. You request back-up and a supervisor along with a Beanbag shotgun and TASER to your location. After the arrival of your requests you make a tactical plan and then make contact with the suspect inside his residence. You observe the suspect standing in the doorway between the living room and the kitchen. The suspect states to you, "All of you get out of my house now, I cannot deal with this." At this time, you see the suspect enter the kitchen and walk

toward a cutlery block on the counter. The suspect, who is approximately 15 to 18 feet from you, then reaches out and arms himself with a large butcher's knife from the block. The suspect turns toward the officers and re-states, "I told you I cannot deal with this." The suspect then takes the butcher's knife and begins to slash himself across his torso with the knife.

2. **DISTRIBUTE:** Use of Force Policy; Directive No. 16, Tactical De-Escalation Techniques **(PSP I h,i)**
3. Advise the groups to utilize the handout during the activity and to analyze the situation and prepare to report findings
 - a. Articulate the actions / behavior of the individual in the situation
 - b. Articulate the actions/behavior of an officer in the situation
4. Ask a student to read aloud while the other students follow along Case Study 1 – Youthful Offender
5. Ask each student to consider and discuss the following:
 - a. What tactical concerns should the officers have as they respond to the area?
 - 1) Tactical plan with partner
 - 2) Identify specifics that should be addressed
 - b. What considerations are there to be in compliance with LAPD policy and legal requirements?
 - 1) communicate code 6 location
 - 2) use of force policy
 - 3) certification
 - c. Where does the situation fall within the situational use of force options? And what options are available?
 - Discuss aspects as they relate to each of the scenarios
 - d. What are the moral obligations and ethical dilemmas in this situation?
 - Discuss issues related to each of the scenarios
 - e. What De-Escalation techniques were used?
 - Discuss issues related to each of the scenarios
6. As the students are reading the case study, draw three columns on the white board or flip chart (if conducted in the classroom, if conducted in a location w/o boards ask the question and cluster the responses into the 3 categories)

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7. Title the columns **Policy/Legal Issues, Use of Force Options, Moral Obligations/Ethical Dilemmas**
8. The instructor should then solicit responses from the students addressing the following three areas:
 - Policy Issues
 - Use of Force Options
 - Tactical Issues/De-Escalation
9. As the instructor debriefs each case study, the student responses should be written on the board or flip chart in the appropriate column, if available.
10. Repeat the process for Case Study 2 – Person with a Mental Illness
11. The following information can be used to debrief both case studies. Ensure that the case study specific information is listed on the white board/flip chart during the specific debrief. When writing the students' responses on the board, paraphrase the key points and list them under the appropriate column
 - Ensure that the following points are covered in large group discussion:
 - a. Tactical considerations
 - 1) 4 C's of tactics
 - a) Containment
 - b) Control
 - c) Communication
 - d) Coordinate
 - 2) 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) 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

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- 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.

b. Policy/Legal Issues

(PSP I h)

1) Drawing of the firearm¹⁴

- 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

2) Facts known to the officer at the time of the incident¹⁵

- a) Justification for the use of deadly force must be limited to what reasonably appear to be the facts known or perceived by an officer at the time he decides to shoot

3) Youthful offenders¹⁶

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

c. Situational Use of Force Options

(PSP I i)

Use of force incidents are fluid and ever changing. Officers should use any of the below listed options or combinations thereof to gain control of the situation, with the emphasis on tactical de-escalation techniques whenever possible.

1) Individual's actions are cooperative

- a) Nonverbal
- b) Verbalization
- c) Professional appearance
- d) Control, search and handcuff

2) Individual's actions show no response to commands

¹⁴ LAPD Manual-1/556.80, Drawing and Exhibiting Firearms

¹⁵ LAPD Manual-1/556.50, Justification Limited to Facts Known to the Officer

¹⁶ LAPD Manual-1/556.60, Youthful Felony Suspects

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- 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
- d) OC spray (3-12 feet)

d. Moral Obligations/Ethical Dilemmas **(PSP I j)**

Expected Responses:

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

e. 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

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

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

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

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

1. Stance/ Platform

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

2. Shoulder Position and Cheek-weld

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

3. Sight Alignment / Sight Picture

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

4. Trigger Control / Accuracy

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

II. INTRODUCTION TO TACTICAL SHOTGUN

(30 Mins)

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

III. DISASSEMBLY/CARE AND CLEANING

(1 hour)

- A. Shotgun nomenclature
 - See handout for nomenclature of the weapon
- B. Demonstrate disassembly/describe each component and cover cleaning and lubrication
 - 1. Verify that the weapon is empty of any ammo
 - 2. Point out locations to place lubrication
- C. Reassemble
 - 1. Show the reassembling of the weapon
 - 2. The importance of the order of the rings for the light assembly
- D. The student will then field strip, clean, lubricate, and re-assemble their shotgun¹⁷

IV. SHOTGUN MANIPULATION and MALFUNCTIONS SKILLS

(2 hours)

- A. **DEMONSTRATION:** Shotgun Manipulation Skills **(PSP I b,f)**

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

The drills/exercises, should build in difficulty throughout the training block. These drills should provide the opportunity to coach the student through their mistakes and assist them

in performing the appropriate manipulation skill when required during testing, as well as in the field. This should be a positive learning experience for all involved.

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

Procedures: Individual activity

¹⁷ LAPD Manual-3/610.40, Maintenance of Firearms

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1. This activity is conducted on the range
2. Ensure that the instructor to student ratio is 1:5
3. Have the students bring the necessary equipment, including eye and ear protection, to the range
4. Assemble the students together near the center of the range
5. Point out the importance of being able to safely and effectively manipulate the shotgun
6. The instructor will demonstrate the following Benelli shotgun manipulation skills set to the student as set forth in the LAPD SITS Manual¹⁸
 - a. Weapon verification – unloaded condition
 - 1) Action open
 - 2) Safety on
 - 3) Visually check the chamber
 - 4) Visually check the magazine tube
 - b. Safety Check – BEEFSS
 - 1) Barrel
 - 2) Ejector
 - 3) Extractor
 - 4) Firing Pin
 - 5) Safety
 - 6) Shell Carrier
 - c. Chamber checks
 - 1) Daytime
 - 2) Low-light
 - d. Loading
 - e. Unloading (clearing)
 - f. Downloading
 - g. Speed Reload
 - h. Chamber load
 - i. Select slug roll-out
 - j. Pre-load
 - k. Positions
 - 1) Port arms
 - 2) Low ready
 - 3) On-target
 - l. Combat Functions
 - 1) Tactical Load
 - 2) Speed Load
 - 3) Chamber Load
 - 4) Loading from Side saddle

¹⁸ LAPD Shotgun Instructor Training School Manual

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- 5) Loading from butt cuff
- m. Malfunction Clearances
 - 1) Class 1 Malfunction (failure to fire)
 - 2) Class 2 malfunction (stove pipe)
 - 3) Class three malfunction (double feed)

- 7. At the conclusion of the demonstration clarify any areas of concern
- 8. Reinforce the importance of safety, especially keeping the trigger finger off the trigger, during all shotgun manipulations

B. DRILLS: Shotgun Manipulation and Malfunctions 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 shotgun manipulation skills
- 4. As the drills continue to build, monitor and provide assistance as needed
- 5. Utilizing the skill set that was presented during the demonstration, reinforce the correct shotgun manipulation skills throughout the drills.
- 6. The primary instructor will determine by observation of the students' performance how much time to spend on each manipulation skill before moving on to the next skill. The instructor should feel confident that the students are proficient with each manipulation skill before moving on to the next skill

V. LIVE FIRE DRILLS **(3 hours)**

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

A. WEAPON SIGHT-IN / PATTERNING **(PSP I d)**

- 1. Duty slugs at 25 yards from prone
- 2. Check duty ammo patterning from 3 yards to 15 yards

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

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

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

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

Procedures: Individual Activity

1. Assemble the students together off the range so that they cannot see the targets being put into the target frames
2. Demonstrate: Shooting on the move
 - a. Stance
 - 1) Feet shoulder width apart facing in the direction you are headed
 - 2) Bend forward with chest over feet with knees slightly bent
 - 3) No check weld unless shooting
 - b. Movement
 - 1) Duck walk

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- 2) Even steps (no drag step)
3. Drills: Shooting on the move
 - a. Conduct pairs and failure drills starting at 10-yard lines
 - b. Debrief the drills
 - 1) accuracy
 - 2) safety
4. While the students are assembled and receiving their instructions, have the assisting instructors create situations / exercises that test the student's judgment and decision making by randomly placing shoot/no shoot targets in the target frames. Each shooting lane will randomly have one "shoot" and one "no-shoot" target or two "no-shoot" targets
5. Drills
 - a. Face the targets away so the students cannot see what type of targets are on each lane
 - b. Give the students the following instructions to follow in order to complete the live-fire tactical drills:
 - c. The students should load their shotgun with 5 rounds
 - d. The student will react to the target(s) when they face and decide how to fire at the target(s)
 - 1) When a single target (threat) faces and the student observes it to meet the "shoot" requirement, the student should fire a single shot. If the target is wearing body armor, then the shot should be at the head
 - 2) When two "no-shoot" targets face, the student should not shoot and should maintain the shotgun at the low ready position and not pointed at the target. It is recommended that the shooter verbalize to the "no-shoot" targets. Suggested verbalization might include identifying themselves as a police officer or directions to move out of the way or to move to a certain location
 - e. The student should move to and utilize cover during the drill
 - f. Before moving to another lane, the student shall place the safety on and assume a port arms position
 - g. The students will repeat this drill several times by moving two or three lanes to the right in order to encounter an unknown "shoot/no shoot" combination of targets
 - h. The students should wait for commands from the lead instructor before moving to the next lane
 - i. The students on the far right of the range will move to the open lanes on the left side of the range when it is time to rotate and change lanes
 - j. When a student has shot all the ammunition and the shotgun is now empty, the student will ensure that the action is open and the safety is on as well as visually check the chamber and magazine tube to ensure that there is no ammunition in the weapon

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

VI. PRACTICE METRO'S TACTICAL SHOTGUN COURSE (30 mins)

END OF DAY ONE

VII. MANIPULATION REVIEW AND TEST (1 hour)

A. Review Shotgun Manipulations

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

B. Administer ~~Benelli~~ Manipulations Test for score

1. Instructor to Student ratio is 1:1
2. Students must pass with 70% or better

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3. Failures will receive remediation and second attempt to pass
4. A second failure will result in disqualification from course
5. A second failure for Basic Metro School students will result in a meeting between the student and Metro's firearms cadre supervisor (Sgt or LT) and could result in removal from the school

VIII. LIVE FIRE DRILL (1 hour)

A. PRACTICAL APPLICATION: Select Slug Drill (for Metro personnel)

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

1. At the 10-yard line, have the students load one dummy round into the chamber and one dummy round in the magazine tube of their shotgun and stand by at the port arms position
2. The student should have six rounds of slug ammunition loaded into their butt cuff and two additional dummy rounds available in their waistband or pocket
3. Upon command of the rangemaster, the student will assume the low ready position
4. When the right target faces, the students will transition the shotgun to slug ammunition by using the preloading technique. The student should preload two rounds of slug ammunition
5. The student will then fire two headshots on the right target's head with no time limit
6. The student will then return to the low ready, assess and re-engage the safety
7. The instructor will then move the students back to the 15-yard line and repeat the steps above to conduct the same drill utilizing the preloading technique. However, at the 15-yard line, the student will fire two body shots with no time limit
8. Remember to have the student load one dummy round into the magazine tube before they begin the drill. This will ensure that they have one dummy round in the chamber and one dummy round in the magazine tube when they begin the drill
9. Upon completion of these drills, the student, along with an instructor, should examine the fired slugs' group sizes to identify and remediate any marksmanship problems

IX. LIVE FIRE DRILLS (2.5 hours)

A. Position Shooting

Purpose: To teach the student a variety of shooting positions

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Procedures:

1. Off-hand
 - Standing with weapon supported only by the shooter
 2. Speed kneeling
 - a. Kneeling with the primary knee on the ground
 - b. Support leg bent off the ground
 - c. Leaned forward
 3. Double kneeling
 - a. Both knees on the ground spread apart
 - b. Toes bent under the foot for added support
 - c. What do you say and do
 4. Braced kneeling
 - a. Support leg comes across body with foot facing the target
 - b. Primary leg bends and shooters kneels down
 - c. Shooter braces support arm on support knee (tricep not elbow)
 5. Reverse kneeling
 - a. Support leg steps back and kneel on the support leg
 - b. Primary leg is bent at 90 degrees
 - c. Body leaned slightly forward for the recoil
 6. Prone
 - a. Military prone
 - b. Off-set prone
- B. Close contact drills
1. Drag step drill
 - a. In shooting position, primary leg drags steps back
 - b. Support leg then follows. continue away from suspect
- C. Shooting on the move
1. Pairs and failure drills
 - a. Shooter moves forward firing the advised course of fire
- D. Multiple target engagement

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

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

X. METRO TACTICAL SHOTGUN QUALIFICATION COURSE (1.5 hours)

A. **PRACTICAL APPLICATION:** Metro Shotgun Qualification Course (PSP I b ,d)
Metro's 20-Round Qualification Course includes Slug Certification

Procedures: Individual activity

1. The student will return to their assigned shooting lane
2. Students will be issued 5 SSA (SLUG) rounds and 15 OO buck / 9 pellet rounds
3. The students will live-fire the 20-Round Metro Benelli Shotgun Qualification Course for practice (second practice qualification)
4. The students will then live-fire the 20-Round Course for score
5. The following is an outline of Metro's Tactical Shotgun Qualification Course
 - a. 25-yard line, 1 body shot with SLUG in 4 seconds, 2 times
 - b. 15-yard line, 2 body shots with SLUG in 3 seconds, 1 time
 - c. 10-yard line, 1 head shot with SLUG, 2 seconds, 1 time
 - d. 10-yard line, 1 body shot, 3 seconds, 2 times
 - e. 7-yard line, 2 body shots, 3 seconds, 1 time
 - f. 5-yard line, 1 head shot, 2.5 seconds, 2 times
 - g. 5-yard line, Failure Drill, 3 seconds, 1 time
 - h. 8-yard to 3-yard line, pair to body, 5 seconds, 3 times
6. Each phase of fire will begin with the shotgun at the low ready and the safety on. The student should have their trigger finger positioned on the safety button. After each phase of fire, the shooter will then return to the low ready, assess and re-engage the safety.
7. To begin the qualification course, the student should have loaded the shotgun with 5 rounds of SLUG ammunition with 15 rounds of OO Buck placed in sidesaddle, but cuff and on person
8. After shots have been fired, have the students tactical reload rounds throughout the course to maintain a ready condition of the shotgun.
9. Once the line is safe, the instructors will score the targets

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- a. All hits should be in the 9 and 10 ring. Outside the 9-ring will = minus 1 point for each pellet. The headshot is also included in the pellet count.
 - b. Student must obtain 90% or better during daytime and 80% or better during night time on Metro's 20-round course
10. Upon completion of the qualification course of fire, the student shall ensure that the shotgun action is open and the safety is on as well as visually check to make sure there is no ammunition in the chamber, loading port or magazine tube
 11. The student will then safely sling an empty weapon or return the shotgun to the shotgun rack before moving forward to look at their targets
 12. Issue 5 SLUG rounds and 15 rounds of 00 Buck to the students that pass the course.
 13. The primary instructor shall also ensure that the qualification information is inputted into the Department's SQUAB system to document the students' qualification

B. Remediation

1. Students who fail to obtain a qualifying score will be offered remediation and a second attempt to qualify
2. A second failure will result in disqualification from course
3. A second failure for Basic Metro School students will result in a meeting between the student and Metro's firearms cadre supervisor (Sgt or LT) and could result in removal from Metro School

XI. LIVE FIRE TACTICAL DRILLS

(2 hours)

A. PRACTICAL APPLICATION: Tactical Drills

(PSP I g)

Procedures: Students will perform individual and group drills wearing all tactical equipment (Tac Vest, Helmet, Gloves, Gas Mask/Carrier)

1. Students will return to their assigned shooting lane and respond to commands called out by lead instructor
2. Students will perform drills at various distances and in various shooting positions
 - a. Off-Hand
 - b. Kneeling Techniques
 - c. Prone Techniques
 - d. Shooting on the move
 - e. Transition
3. Turning Drills
 - a. 90-degree off-line threat

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- 1) Left and Right
- b. 180-degree off-line threat
 - 1) Contact rear

4. Multiple Threat Drills

- a. Shoot / No-Shoot Targets
- b. Transition
- c. One handed manipulation

B. Care and Cleaning

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

C. CLOSING

Reinforce key learning points:

- 1. The importance of safety when handling the shotgun
- 2. The student shall qualify with shotgun slug ammunition on each shotgun qualification day with Metro or quarterly at minimum to maintain their certification to carry and deploy slug ammunition
- 3. Continue the training that was received during the course by handling and/or practicing with the shotgun as often as possible to ensure the student maintains their level of proficiency