

**LOS ANGELES POLICE DEPARTMENT
MACTAC SQUAD LEADER
Expanded Course Outline
1850-20156**

Prerequisite: Student must complete MACTAC (Multi-Assault Counter Terrorism Action Capabilities) Basic # 1850-20147 or MVTR #1850-28008 (Mass-Violence Tactical Response) prior to attending the MACTAC Squad Leader Course. This course is designed for front line supervisors but may be taught to non-supervisory personnel.

Instructional Goal: To provide the student with the skills to manage and direct a squad during a MACTAC event.

Performance Objectives: Using learning activities, drills and practical application scenarios, the student will:

- Coordinate law enforcement resources to stop deadly behavior and facilitate life-saving rescues during a mass-violence or MACTAC incident
- Coordinate squad missions – contact teams, rescue teams, Rescue Task Force
- Utilize the four A's to take charge of first responders to a mass-violence or MACTAC incident
- The student will 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

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 POLICY AND PROCEDURE REVIEW

(120 Mins)

A. Introduction

1. Training Cadre instructors
2. Overview of Safety Plan
3. Overview of training schedule
4. Historical overview of MACTAC
5. Defining and understanding MACTAC, IARD, RT, AND RTF
6. Importance of preparedness for a MACTAC event

B. Use of Force Review¹

Purpose: Instructors review the following points and demonstrate understanding of definitions through group activities and discussion

1. California Penal Code section 835(a)² 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 considering the 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

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

² California Penal Code Section 835a

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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. Less-Lethal
- a. Understanding and applying the current policy³
 - b. Students discuss less-lethal options (optimal distances)
 - 1) Electronic control device⁴
 - 2) Oleoresin capsicum (OC spray)⁵
 - 3) Beanbag shotgun⁶
 - 4) 40mm less-lethal launcher⁷
 - 5) Impact Devices and Strikes⁸
 - c. Officer(s) advise each other of the deployment of Less-Lethal using proper announcement
 - d. Officers verbalize commands to suspect when feasible
3. Deadly Force
- a. Understanding updated Deadly Force Policy
 - b. Legal implications of using deadly force without attempting to de-escalate (AB 392)
4. Designated Cover Officer (DCO)
- a. Reduces possibility of excessive amounts of lethal force
 - b. Ensure deployment of less-lethal options
 - c. Reduces excessive amounts of lethal force being deployed

C. TACTICAL DE-ESCALATION REVIEW

Purpose: Instructors review the following points and demonstrate understanding of definitions through large group activity and discussion

1. Tactical De-escalation defined⁹
2. Instructor will facilitate class discussion on each of the letters of the P.A.T.R.O.L acronym
 - a. Planning
 - b. Assessment

³ Office of Administrative Services Notice 2018, Use of Less-Lethal Force Clarification

⁴ Use of Force-Tactics Directive 4, Electronic Control Device

⁵ Use of Force-Tactics Directive 5, Oleoresin Capsicum

⁶ Use of Force-Tactics Directive 6, Beanbag Shotgun

⁷ Use of Force-Tactics Directive 17, 40mm Less Lethal Launcher

⁸ Use of Force-Tactics Directive 8, Baton

⁹ LAPD Use of Force-Tactics Directive 16, Tactical De-Escalation Techniques

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- c. Time
- d. Redeployment and/or containment
- e. Other resources
- f. Lines of communication
- 3. Reverence for Human Life
 - a. We value human life
 - b. Training will equip officers to preserve life
 - c. This reverence is our guiding principle in everything we do, with regard to use of force.
- 4. Techniques to gain voluntary compliance
 - a. Verbal and non-verbal communication to suspect/subject
 - b. Defusing tense situations

D. COMMAND AND CONTROL REVIEW¹⁰

Purpose: Instructors review the following points and demonstrate understanding of definitions through large group activity and discussion

- 1. Incident Commander (IC)
 - a. Effectively establishing command and control through active leadership
 - b. Delegating roles/responsibilities
 - c. Developing and implementing a plan of action
- 2. Individual/Responding Officer's Responsibilities
 - a. Officers must be responsive to the IC's direction and orders
 - b. Looking for work – DCO, Less-Lethal, Arrest Team, Contact Team, RT,
- 3. Incident Command System (ICS)
 - a. Primary tool used by the Department to implement command and control
 - b. Implementing ICS during MACTAC / IARD incidents
 - c. Unified Command definition and function

E. PROCEDURAL JUSTICE

Purpose: Instructors review the following points and demonstrate understanding of definitions through large group activity and discussion

- 1. Procedural Justice defined
- 2. Tenets of Procedural Justice
 - a. Trustworthiness
 - b. Respect
 - c. Neutrality
 - d. Voice
- 3. Officers discuss how to apply to victims /witnesses
- 4. Officers discuss how to and the benefits of de-briefing victims/witnesses to gain tactical information

F. CONVENTIONAL TACTICAL DEFINITIONS

¹⁰ Training Bulletin, Volume XLVII Issue 4, COMMAND AND CONTROL

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Purpose: Instructors review the following points and demonstrate understanding of definitions through large group activity and discussion

1. 4 "A's"
 - a. Assess
 - b. Announce
 - c. Assemble
 - d. Act
2. 4 "C's"
 - a. Contain
 - b. Control
 - c. Communicate
 - d. Coordinate
3. Active Shooter
4. Barricaded Suspect
5. Casualty Collection Point
6. Contact Team
7. Cover Fire
8. Hostage Situation
9. Hostage Siege
10. Mass-violence
11. Immediate Action/Rapid Deployment (IARD)
12. MACTAC
13. Rescue Task Force
14. Rescue Team
15. Tactical Emergency First-Aid/Trauma Care
16. Targeted Violence
17. Terrorist Attack
18. Travelling
19. Unified Command
20. Zones
 - a. Cold Zone
 - b. Warm Zone
 - c. Hot Zone

II CLASSROOM GROUP EXERCISE

(90 Min)

Purpose: Students will work in groups to show an understanding of MACTAC management principles

Note: The instructors should modify the following the classroom group exercises as necessary based on the availability of resources, location of the training, number of instructors, number of students, and any other variables, to cover the content in the safest and most efficient way possible.

- A. Single Active Shooter Scenario
- B. Simultaneous and prolonged events at multiple locations

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- C. TAC-MED care, Rescue Task Force deployment, and establishing a Unified Command Post

III SKILL SET DRILLS (120 Min)

Purpose: Students will demonstrate an understanding of the above techniques and concepts in small groups

Note: The instructors should modify the following Skill Set Drills as necessary based on the availability of resources, location of the training, number of instructors, number of students, and any other variables, to cover the content in the safest and most efficient way possible.

Procedure for Skill Set Drills: Group activity to introduce students to the following skill sets. Students will demonstrate an understanding of each concept through practical application scenarios.

- A. Safety Guidelines / Orientation Review
 - 1. No live weapons (firearms, ammo, knives, batons, OC, tasers)
 - 2. Illness and Injury Prevention Program (IIPP)
 - 3. Rendering Aid / Obtaining Medical Assistance
 - 4. Reporting Injuries
 - 5. Site Safety / Security
- B. Open Air Maneuvering
 - 1. Maneuver Techniques and Squad Formations
 - 2. Buddy Teams concepts
 - 3. Contact Teams
 - 4. Squad movements
 - 5. Bounding and overwatch
 - 6. Traveling
 - 7. Expanded diamond
- C. Contact Team / Squad Missions
 - 1. Assault Mission
 - 2. Support Mission
 - 3. Security Mission
 - 4. Rescue Mission
 - a. Rescue Contact Teams
 - b. Rescue Task Force (RTF)
- D. Cover / Concealment
 - 1. Situational awareness
 - 2. Terrain appreciation
- E. Communication
 - 1. Verbal
 - 2. Moving
 - 3. Set

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4. Hold
- F. Non-Verbal
 1. Hold
 2. Cover
 3. Look
 4. Double time
 5. Move out
 6. Suspect
 7. Take cover
 8. Expanded diamond
 9. Single file
- G. Interior Maneuvering
 1. When suspect(s) location is known
 - a. Moving to contact
 - b. 360-degree coverage
 - c. Hallways
 - d. Doors
 - e. Room clearing
 2. When suspect(s) location is not known
 - a. Systematic search
 - b. 360-degree coverage
 - c. Hallways
 - d. Doors
 - e. Room clearing
 3. Barricaded suspect
 - a. Assess if suspect still has access to victims (injured and/or uninjured)
 - b. Call SWAT
 4. Squad size entry
 - a. Terrain/building size considerations
 - b. Multiple teams for specific mission

IV PRACTICAL APPLICATION SCENARIOS

(120 Min)

Purpose: Students will demonstrate an understanding of the following techniques in small groups

Note: The instructors should modify the following Practical Application Scenarios as necessary based on the availability of resources, location of the training, number of instructors, number of students, and any other variables, to cover the content in the safest and most efficient way possible.

Procedure for Practical Application Scenarios: Group exercises will test student's ability to properly respond to and assess larger scale Practical Application Scenarios utilizing the above concepts learned during the classroom lecture and classroom group exercises.

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V CLOSING

(30 Min)

- A. Debrief training
- B. POST roster and critiques