

**Metropolitan Division
Advanced Fire Pistol
Basic Metro School
F223**

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.

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 situation
- ❑ Demonstrate manipulation of duty handgun 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 90% 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

A. Introduction and Overview

1. Instructor (s)
 - a. Name, Assignment
 - b. Experience
 - c. Distribute Class roster
2. Brief overview of the training schedule
 - a. Summary of Hour 1
 - 1) Course Overview and Safety Guidelines
 - 2) Firearms Safety Rules
 - 3) Sequence of Marksmanship
 - b. Summary of Hour 2
 - 1) Use of Force Case Studies
 - 2) Force options

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

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- 3) Review of 5 count draw
 - c. Summary of Hour 3
 - 1) Practice pistol manipulation skills
 - 2) Reload drills
 - 3) Malfunction clearance drills
 - 4) Slow live-fire drills
 - d. Summary of Hour 4
 - 1) Positions
 - 2) Live fire drills
 - 3) Close Contact
 - e. Summary of Hour 5 (rotations begin)
 - 1) Live Fire Drills/handgun
 - 2) Positional Shooting
 - 3) Multiple targets
 - 4) Strong hand/Weak hand
 - f. Summary of Hour 6 (rotations)
 - 1) Live Fire Drills/handgun
 - 2) Shooting on the Move
 - 3) Oblique Angels
 - g. Summary of Hour 7 (rotations)
 - 1) Live Fire Drills/handgun
 - 2) Shooting at Moving Targets
 - h. Summary of hour 8
 - 1) Live Fire Drills/handgun
 - 2) Shooting around/from vehicle
 - 3) "Man on Man"
3. Overview Safety Plan: Illness and Injury Prevention Program (IIPP)
- a. Distribute and discuss safety guidelines handout
 - b. 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
 - c. All personnel should be instructed that a copy of the IIPP is in the training office of Metropolitan Division
 - 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

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- 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 or during any demonstration using the same
- f. A Metro Emergency Medical Technician (EMT) shall be assigned to and present for all live-fire firearms training classes
- g. 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
 - 1) 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
 - 2) In case of severe injury, all IIPP notifications and protocol shall be followed
 - 3) The Metro EMT shall evaluate injuries to determine level of care needed
 - 4) 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
- 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:

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- 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?
- b. Reinforce that the range safety rules apply at on-duty and off-duty

C. GROUP DISCUSSION: Elements of Marksmanship

Purpose: Review the seven elements of marksmanship: Stance, Grip, Sight Picture, Sight Alignment, Trigger Control, Breathing, Follow Thru. Use as a mental checklist to reliably, accurately and quickly fire the semi-auto pistol

Procedures: Conduct an open discussion, addressing the key points related to the proper display of marksmanship. Advise students that these skills will be incorporated in the slow fire drills

1. Stance – two stances for Off-Hand
 - a. Weaver (bladed)
 - 1) Position body at 45-degree angle towards target
 - 2) Primary leg (gun side) back
 - 3) Support arm elbow 90-degree angle
 - 4) Primary arm straight towards target with slight bend in elbow
 - b. Isosceles
 - 1) Position body squarely towards the target
 - 2) Primary leg slightly back
 - 3) Both arms extended straight towards target with slight bend in elbows
2. Grip – two aspects or components
 - a. The proper placement of both hands on the pistol
 - b. The amount of tension or pressure applied by the hands to the handgun
 - 1) Low-ready grip tension (40-50%)
 - 2) Firing grip tension (80-90%)
 - 3) Must acquire the proper grip tension on the pistol before firing and must maintain a consistent grip tension while firing
 - 4) A proper firing grip tension and wrist control will promote the following:

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- Proper pistol functioning and reliability
- Reduced group size on the target
- Faster follow-up shots

3. Trigger Finger Placement

- a. The trigger finger must be placed properly on the trigger
 - 1) Flat across the trigger face
- b. The trigger finger should be placed on the trigger immediately after the conscious decision to fire has been made and the shooter has initiated moving the gun onto the target

4. Sight Picture²

- a. Proper sight picture must be maintained through-out the shooting sequence
 - 1) Rear sight will be blurry, with eye focus being placed on the clear front sight
 - 2) Target should appear blurry in distance

5. Sight Alignment

- a. Properly aligned sights must be placed on the part of the target you intend to shoot
 - 1) Front sight centered into rear aperture with equal distance on both sides of the front sight and level across the top
 - 2) Shooter keeps focus through sights
 - Do not look over sights during shooting sequence
- b. Once a flash sight picture has been obtained, then the handgun can be accurately discharged

6. Breathing

- a. Proper breathing control allows for better sight picture and trigger control
 - 1) Breathing is crucial during stressful acts, such as accurately firing a handgun
 - 2) A slight pause in breathing just prior to pressing the trigger can help sights stay aligned
 - 3) Do not hold breath for extended time
 - a) Remember to breathe between follow up shots

7. Follow-through

- a. Maintain sight picture through firing sequence and after each shot

² LAPD Handgun Instructor Training School Manual

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- b. Quickly coming off target could cause missed shot and delay accurate follow-up shot (s)

D. 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. 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

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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:
 - a. What tactical concerns should the officers have as they respond to the area?
 - b. What Force options are available
 - c. What LAPD policy requirements should be considered
 - d. What De-Escalation techniques can be used?
3. **DISTRIBUTE:** Directive No. 1.2, Use of Force Policy-Revised; Directive No. 16, Tactical De-Escalation Techniques ³
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
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

³ Directive No.1.2 UOF Policy-Revised, October 2020; Directive No. 16 Tactical De-Escalation Techniques, October 2016

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- 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
 - 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

E. LEARNING ACTIVITY: Use of Force Policy and Legal Issues

Procedures: large group activity

1. Discuss Policy/Legal Issues

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- a. Drawing of the firearm⁴
 - 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 Force⁵
 - 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.

- 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 incident⁶
 - Justification for the use of deadly force must be limited to what reasonably appear to be the facts known or

⁴ LAPD Manual-1/556.80, Drawing and Exhibiting Firearms

⁵ UOF Directive No. 1.2 Use of Force Policy

⁶ LAPD Manual-1/556.50, Justification Limited to Facts Know to the Officer

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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
- 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)

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- 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"
 - 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

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II. HANDGUN MANIPULATIONS SKILLS

A. LEARNING ACTIVITY: *Handgun Manipulation 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
4. Assemble the students together near the center of the range
5. Point out the importance of being able to safely and effectively manipulate their handgun
6. Reinforce the importance of safety, especially keeping the trigger finger off the trigger, during all pistol manipulations
7. The instructor will demonstrate the following handgun manipulation skills to the students as set forth in the LAPD HITS Manual⁷
 - a. Pistol presentation
 - Drawing the weapon
 - Holstering the weapon
 - b. Chamber checks
 - Daytime
 - Low-light
 - c. Loading
 - d. Unloading
 - e. Speed Reload
 - f. Tactical Reload
 - g. Visual Workspace
8. After the demonstration, clarify any areas of concern

B. PRACTICAL APPLICATION: *Handgun Manipulation Drills*

Purpose: As the instructor, your goal is to determine if the students have developed the skills necessary to competently and safely handle their handguns and are ready to move on in the training.

Procedures: Individual activity

⁷ LAPD Handgun Instructor Training School Manual, Pistol Manipulation

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1. Each student will be assigned to a shooting lane with the necessary equipment
2. Begin handgun manipulation skills drill sequence
 - a. Pistol presentation
 - Drawing the weapon
 - Holstering the weapon
 - b. Chamber checks
 - Daytime
 - Low-light
 - c. Loading
 - d. Unloading
 - e. Speed Reload
 - f. Tactical Reload
 - g. Visual Workspace
3. As the drills continue to build, monitor and provide assistance as needed
4. The drills 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 qualification, as well as in the field. This should be a positive learning experience for all involved.
5. Reinforce the correct handgun manipulation skills set throughout the drills

C. *LEARNING ACTIVITY: Pistol Malfunction Clearances Demonstration*

Procedures: Group Activity

1. Assemble the students together near the center of the range
2. The instructor will demonstrate the proper procedures for clearing the following four types of malfunctions with a semi-auto pistol as set forth in the LAPD HITS 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
3. The students will return to their assigned shooting lanes and wait for commands by the lead instructor

D. *PRACTICAL APPLICATION: Pistol Malfunction Clearances Drills*

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Procedures: Individual Activity

1. Shooting is conducted at the seven-yard line on a silhouette target
2. 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 their specific pistol during malfunction clearance drills
3. The lead instructor will give commands directing the students to set up specific malfunctions and conduct the malfunction clearance drills
4. Begin drill sequence
 - a. The student will fire controlled pairs and failure drills while clearing each of the malfunctions
 - b. Continue this activity until all students have demonstrated proficiency in the different types of malfunction clearances

III. LIVE FIRE DRILLS

A. LEARNING ACTIVITY: *Slow Fire Drills* and Evaluation of Marksmanship

Purpose: Emphasizing the Sequence of Marksmanship

Procedures: Group Activity

1. Assemble the students together near the center of the range
2. The instructor will overview or demonstrate each of the following marksmanship drills using a clean, demonstration target
 - a. Single shot center body
 - b. Pairs shot center body
 - c. Failure drill
 - d. Accelerated pairs
 - e. Accelerated failure drill
 - f. Accelerated target specific
 - Identified by the instructor
3. The students will return to their assigned shooting lanes and wait for commands by the lead instructor

B. PRACTICAL APPLICATION: *Slow Fire Drills* and Evaluation of Marksmanship

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Procedures: Individual Activity

1. Shooting is conducting at the seven-yard line on a silhouette target
2. The lead instructor will give commands to conduct the marksmanship drills
3. Begin drill sequence
 - a. Assisting instructors should physically check the shooter's grip tension during the drills
 - b. Upon completion of these drills, the student, along with an instructor, should compare the group sizes in each of the targets to identify any marksmanship problems
4. Distance Drills
 - a. Have students shoot pairs from the following distances
 - b. 5yd, 7yd, 10yd, 15yd, 25yd

C. *LEARNING ACTIVITY:* Positional Shooting Demonstration

Purpose: Alternative shooting platforms are necessary and can change rapidly depending upon tactical situations occurring during shooting incidents

Procedures: Group Activity

1. Assemble the students together to overview platforms and receive instructions for the live-fire platform drill
2. Point out the importance of the ability to identify cover available and to utilize the different platform techniques based on the specific cover
3. Instructor will demonstrate the four different techniques and discuss situation when the different techniques might be utilized
 - a. Braced Kneel
 - Corner of building
 - b. Unbraced kneel
 - Front of vehicle
 - c. Double knees
 - Short block wall
 - d. Roll over prone

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- Curb
4. Drill Sequence begins
 - a. Dry
 - Students will perform the different techniques
 - b. Live fire
 - Students will perform the different techniques

D. LEARNING ACTIVITY: *Close-Contact Position*

Purpose: Close contact is used when an officer is in close-proximity to an individual and the situation escalates to an imminent defense of life

Procedures: Individual activity

1. Demonstrate
2. Dry
3. Tactical Live fire “shoot don’t shoot”
4. Pairs and failure drills

E. PRACTICAL APPLICATION: *Pistol Reloads and Slow Fire Drills*

Purpose: Combat mind set, keep pistol prepared for any potential situation

Procedures: Individual activity

1. In-Battery and Out-of-Battery Speed Reloads
 - a. The students should load all their magazines to full capacity
 - b. Shooting is done at the seven-yard line
 - c. The students will fire controlled pairs and accelerated pairs to the body along with failure drills
 - d. Have the students conduct in-battery speed reloads upon command of the instructor
 - e. Remind the student that they should automatically conduct an out-of-battery speed reload if their pistol is out of ammunition with the slide locked back
 - f. The instructor should repeat this drill as many times as necessary until the students demonstrate proficiency
 - g. The instructor may also utilize other magazine loading combinations and firing sequences to vary the sequence in which the student experiences the two different types of speed reloads
2. Tactical Reloads

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- a. Remind the students to keep the trigger finger off the trigger during all reloads
 - b. The students should load all 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
 - e. Have students conduct tactical reloads upon the command of the instructor
 - f. The instructor should conduct as many tactical reloads as necessary until the students demonstrate proficiency
3. One Handed Shooting and One Handed Reloads
- a. Point out to students that in 30% of all gun fights one limb is incapacitated
 - b. Have students shoot several rounds one handed from the primary hand and then the support hand
 - c. Accelerated one-handed pairs
 - d. One handed failure drills
 - e. One handed reloads
4. One handed reloads from various shooting platforms

IV. LIVE FIRE DRILLS (ROTATIONS)

Procedures: Small Group Activity -Break the group into 3-4 smaller groups. Each group will report to the assigned position. The next 4 hours will be conducted in rotation format.

A. Rotation 1- Positional Shooting Drills

1. Assemble the students together near the center of the range to overview platforms and receive instructions for live-fire drill
2. Reiterate the importance of being able to identify available cover and utilize the different platform techniques based on cover type
3. Instructor will re-demonstrate the four different platform techniques and discuss various situations when they may be utilized
 - a. Braced Kneel
 - Corner of building
 - b. Unbraced Kneel
 - Front of vehicle
 - c. Double Kneel
 - Short (low) block wall

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- d. Roll-over Prone
 - Curb
- 4. Drill sequence begins
 - a. Dry
 - b. Live Fire

B. Rotation 2 – “Shooting on the Move”

1. Assemble the students together near the center of the range
2. The instructor will overview or demonstrate “Shooting on the Move” drills using a clean, demonstration target
3. Begin drill sequence
 - a. Each student will line up in front of a paper silhouette target with a controller (coach) to keep the shooter aligned with the other shooters
 - b. The lead instructor will give commands to conduct the drills
 - c. All shooters will move straight forward and shoot on their own target
 - 1) Start at 10yds and walk forward to 3yds
 - 2) Conducting a failure drill on the move
 - d. Shooters will off-set 3 paces to the left of center of their target and move straight forward upon command to do so, shooting on the right-oblique
 - 1) Start at 10yds and walk forward to 3yds
 - 2) Conducting a failure drill on the move
 - e. Shooters will off-set 3 paces to the right of center of their target and move straight forward upon command to do so, shooting on the left-oblique
 - 1) Start at 10yds and walk forward to 3yds
 - 2) Conducting a failure drill on the move
 - f. Goal of the drill
 - 1) Draw and shoot while moving forward
 - 2) Straight and at oblique angles

C. Rotation 3 - “Shooting at Moving Target”

1. Assemble the students together near the center of the range
2. The instructor will overview or demonstrate “Shooting on the Move” drills using a clean, demonstration target
 - a. Standing in center of target range approx. 10 yards from target
 - b. Target moves right to left
 - c. Shoot left to right
 - d. Lead the target
3. Begin drill sequence

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- a. The lead instructor will give commands to conduct the drills
- b. Each student will stand 10 yards from the target range
- c. Instructor will modify students shooting until student is shooting center target
- d. When student can hit center target, increase rate of moving target
- e. Students shoots one round as the target travels right to left and one round as it travels left to right
- f. Repeat shooting with pairs on each target both directions
- g. Repeat using primary hand only
- h. Repeat using support hand only

D. Rotation 4 - "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. A vehicle will be parked on the range
3. Give the students the following instructions to follow to complete the live-fire tactical drills
 - a. The students should load all magazines to full capacity
 - b. The popper targets are shoot targets the student decides how to fire at the target(s)
 - 1) A "shoot" target should be considered a continuous threat for as long as it is facing the shooter
 - 2) When only a single target (threat) is presented, the student should fire a failure drill
 - 3) The poppers will drop with a solid hit
 - c. The students will begin the drill from inside the police vehicle. They will use the vehicle as cover and discuss the best location/s to fire from
 - d. Point out the various shooting platform techniques available
 - e. 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
 - f. The students should wait for commands from the lead instructor before recovering their magazines from the ground or moving to the next lane
 - g. If a student has shot to slide-lock with their final magazine, they should then clear and holster their pistol and step back and off the firing line

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- h. 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
 - i. Answer any questions the students may have about the drills
4. Begin drill sequence
- a. The lead instructor will then give commands to conduct the drills
 - b. Assisting instructors should observe and give immediate feedback regarding their decision making and performance to the students before they rotate
 - c. The lead instructor will make the determination when to conclude the drill
5. 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 and sound decision making when shooting

E. Rotation 5 - "Man on Man" Drills

- 1. Assemble the students together near the center of the range
- 2. The instructor will overview or demonstrate Man on Man drills using a clean, demonstration target
- 3. Begin drill sequence
 - a. The students form 2 lines. Each line forms up in front of a steel pepper popper targets.
 - b. The lead instructor will give commands to conduct the marksmanship drills
 - c. When the drill begins the students are competing against either
 - d. Goal of the drill
 - 1) Draw and shoot, balancing speed and accuracy
 - 2) Poppers will not go down unless they receive a solid hit
 - e. The students will take their turn then return to the end of the line
 - f. The second round the students shoot at 2 targets
 - g. The third round the students shoot at 3 targets
 - 1) Firing pairs on each target
 - 2) Add out-of-battery
 - a) 1 in chamber
 - b) 1 in mag in pistol
 - c) 2 in mag in belt

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- d) Full mag for 3rd
- 3) One-hand shooting
 - a) Primary hand
 - b) Support hand
- h. Upon completion of these drills, the students and instructors, should discuss the importance of speed and accuracy in a gunfight

J. QUALIFICATION TEST: METRO QUALIFICATION COURSE

Procedures: Individual activity

1. Each student will be assigned to a shooting lane with all the necessary equipment
2. The student will fire the Metro 50-Round Qualification course of fire
3. The student must pass with a minimum passing score of 90%. 90% is defined as 450 points total out of a possible maximum score of 500
4. Students must successfully pass (2) qualifications
 - 1 Day Time and 1 Night Time during Basic Metro School
5. The time that will be required to fire one relay of the 50-round course and score it will be approximately 30 minutes.
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 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
 - Documentation will be maintained by Metro's Training Unit
8. Upon completion of test, clean up the range by policing up the brass casings and putting away all the range equipment

K. CLOSING

Reinforce key learning points:

1. Importance of safety when handling their handgun, whether at work or at home

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2. Maintain their proficiency with their handgun by continuing to review and practice the fundamentals they received during their training
3. Emphasize importance of practicing proper manipulation techniques, malfunction drills and marksmanship skills
4. 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
5. Ensure that students understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning