

Los Angeles Police Department
Firearms-Long Rifle Instructor
1850-31801
ECO

Prerequisite: Students must be a current certified Patrol Rifle operator in good standing. Student must have successfully shot a ring score of 475 or above on the 50 round, LAPD Patrol Rifle school qualification course, within the year prior to being placed on the waiting list. The student must have declared their intent to “shoot a score” for Rifle Instructor Training School (RITS) and the qualification receipt must reflect “for RITS” in the notes box. The student must also pass their primary side manipulations test with a minimum of 90% prior to the first day of the school.

Only Rifle staff, that are currently assigned to the Rifle program can administer a manipulations test, or, an Instructor who is in good standing, upon permission from a currently assigned Patrol Rifle staff member, can administer a manipulation test, and must be taken at an approved LAPD firearms range/training facility, only. The pre-requisite RITS manipulations test may only be attempted once every seven (7) days. Outside agency students are exempt from prerequisites but must be approved by the Officer in Charge (OIC), of Firearms Training Section.

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

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

Instructional Goal: To provide officers with the ability and certification to safely provide Department Standardized Patrol Rifle instruction.

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

- Administer Patrol Rifle manipulation tests
- Administer live fire tests and qualification courses
- Apply diagnostic drills and adult learning methodologies/modalities to train students in effective Patrol Rifle manipulation, marksmanship and tactics
- Demonstrate an advanced understanding of Patrol Rifle functions, techniques, advantages limitations and utilization of Department approved equipment
- Demonstrate an understanding of legal issues and risk mitigation involved in conducting firearms training
- 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
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department’s UOF police, philosophy, and tactical planning
- Thoroughly understand the requirements of all cadre members and become advocates for practice and practice manipulations at local divisions
- Understand the necessity to be available to administer pre-school manipulations practice and tests
- Discuss the rigorous standards of the Patrol Rifle program and cadre membership are understood and adhered to by all prospective students

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- Recognize that Rifle Instructors are expected to be role-models for ability, mindset, behavior, engagement and accountability
- As the policy evolves concerning the deployment and usage of this capability, ensure that they remain current on all aspects to include manipulations, marksmanship, tactics, command and control, technology and capabilities

Upon successful completion of the course, the student will begin a 20-hour apprenticeship under the guidance of a senior RITS instructor. At the end of the 20 hours, the student will be considered a full member of the Patrol Rifle Instructor Cadre and will be certified to teach all Patrol Rifle related courses.

Department Manual Section 245.60 Deployment of the Patrol Rifle and Slug Ammunition states; Qualified Patrol Rifle (PR) or Slug Ammunition (SSA) personnel may deploy their firearms in field operations, in accordance with Department Manual Sections 3/610.17, Deployment of the Patrol Rifle and 3/611.60 Deployment of Slug Ammunition. Slug Ammunition may be deployed as is determined to be necessary. Personnel, however, must be able to articulate the specific tactical circumstances that warrant drawing, exhibiting and deploying the PR or SSA as opposed to a handgun.

The Patrol Rifle is a precision weapon system which shoots a single projectile accurately over a distance far in excess of handguns or shotguns. Students must also be able to properly convey to officers that this is Precision Weapon System that in an urban environment will allow officers to contain heavily armed suspects, safely engage suspects who are protected in body armor and/or suspected of wearing body armor, have barricaded themselves in a structure or an open area while armed, and/or armed with a weapon superior range to a handgun or shotgun. Additionally, it provides patrol officers the ability to rapidly respond to active shootings in progress resulting in enhanced public confidence, safety and a significant reduction in the fear of crime. The additional stand-off distances will allow for police officers to maintain a ballistic advantage in reach allowing for time and distance to respond to a fluid incident.

Note: If the student has not completed the Academy Instructor Certification Course (AICC), they are not allowed to teach recruits or in-service personnel.

Instructor Requirements: To remain a member of the Patrol Rifle Instructional Cadre in good standing, the instructor must provide 20 hours of rifle instruction every two years. The instructor must also receive 10 hours of instructor development training every two years.

If an instructor falls out of compliance with either requirement, they may make up one cycle to re-certify. If an instructor falls out of compliance for more than one cycle, they must re-take the Rifle Instructor course.

DAY 1

I. FIREARMS PATROL RIFLE INSTRUCTOR INTRODUCTION AND OVERVIEW (90 Min)

- A. **DISTRIBUTE:** Lesson plans and manuals that the course covers
 - 1. LAPD Patrol Rifle Instructor ECO with Instructor Notes
- B. Roll Call/Sign in

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1. Distribute POST roster
2. May only miss 10% of the course to receive credit
- C. Instructor and Student Introductions
 1. Supervisor should make initial introduction of the primary instructor and instructional staff.
 - a. Instructional staff should be uniform in appearance
 - b. Primary Instructor should give the most detailed introduction
 - c. Instructional staff should keep introductions brief
 2. Student introductions
 - a. Directed by Primary Instructor
 - b. Should be kept brief
 - a. Name
 - b. Assignment
 - c. Experience
- D. RITS requirements and continuing education requirements
 1. RITS requirements
 - a. Administer all physical, written, and safety tests
 - b. Provide basic rifle instruction
 - a. Using diagnostic trigger drills
 - b. Using target evaluation and diagnosis
 - c. Evaluating and diagnosing shooter errors in relation to the seven elements of marksmanship
 - c. Promote and adhere to all firearms safety rules even when not on Department ranges. Firearms safety as a core value.
 - d. Maintain a high level of firearms proficiency
 2. Continuing Education Standards for firearms instructors
 - a. Shall attend 10 hours of instructor training every (2) years
 - b. Shall conduct 20 hours of instruction every (2) years
 - c. Shall attend regular curriculum updates and adhere to the updated curriculum
 - d. Discuss the rigorous standards of the Patrol Rifle program and cadre membership are understood and adhered to by all perspective students
 - e. Instructors should be role models for ability, mindset, behavior engagement, and accountability
 - f. Stay current with policy and procedures
- E. Course overview
 1. DISTRIBUTE: Hourly distribution, rifle manipulation test, RITS Expanded Course Outline (ECO)
 - a. Must score 100% on all safety topics and questions
 - b. Must score 90% or better on all multiple-choice questions
 2. Patrol Rifle Manipulations Test
 - a. Right Handed must score 90% or better
 - b. Left Handed must score 90% or better
 - c. Must understand and appropriately administer a Patrol Rifle manipulations test
 3. Marksmanship Test (50 round qualification course)
 - a. Must score 95% (475 points) or better

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- b. Must score 80% per phase or better
- 4. Assigned instructional topic
 - a. 10-12-minute presentation
 - b. Must utilize teaching aide(s)
 - a. Inert weapons
 - b. Home-made props
 - c. Power point
 - d. Video clips
 - c. No "lecture only" presentations (unless specified by Primary Instructor)
- 5. Positional Shooting and instruction
 - a. Standing or offhand
 - b. Squatting / Crouch
 - c. Kneeling
 - a. Speed
 - b. Braced
 - c. Double
 - d. Seated
 - a. Crossed legs
 - b. Open legs
 - e. Prone
 - a. Inline
 - b. Military Offset

Note: Instructors should know the how to teach "The perfect model" but should understand that due to different body types or inabilities, adjustments can be made to the positions as long as it does not change the concept.
- 6. Trigger drill administration
 - a. Must successfully administer all trigger drills
 - b. Must be able to clearly articulate the methodology behind each trigger drill
- 7. Target diagnosis
 - a. Must be able to diagnose a target and identify potential shooter errors
 - b. Must be able to recommend the appropriate course(s) of action to correct shooter errors
 - c. Must be able to make correct dope adjustments regardless of sighting system
- 8. Safety
 - a. Identify key ideas behind the four basic safety rules
 - b. Must be able to identify potential safety and legal issues with firearms at home
 - c. Must be able to identify potential safety issues on the range
 - d. Must be able to construct safe, effective drills on the range
 - e. Understand the components of a good safety brief
 - f. Must be able to conduct a safety brief incorporating all of the above information

F. Instructor Resumes

- 1. Student will fill out and submit POST Resume

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II. SAFETY (Classroom)

(60 Min)

- A. The Four Basic Firearm Safety Rules **(PSP I a,b,)**
Procedure: Large Group Facilitated Discussion
1. Conduct a tabletop discussion facilitated by an instructor. Each group will review the four basic safety rules per the LAPD Firearms Manual and the LAPD Safety Manual. Discuss the details of each
 - a. **All guns are always loaded**
 - a. Give every firearm the respect that it is due
 - b. Check every weapon every time you take possession of it
 - c. Never assume a weapons condition
 - d. Familiarity breeds contempt and complacency
 - b. **Never allow the muzzle to cover anything you are not willing to shoot**
 - a. Including parts of your own body (re-holstering, drawing)
 - b. Removal of violators from the line
 - c. **Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot**
 - a. Most violated rule
 - b. Must be enforced when on target (finger on) as well as when off target (finger off)
 - d. **Be sure of your target**
 - a. Know what it is
 - b. Know what is behind it
 - c. Know what is around it
 2. Ensure that the students understand and are able to articulate the importance of the safety rules in a tactical environment, such as the importance of muzzle direction and finger position during moments of high stress
- B. Ensure that the students understand the moral and legal responsibilities of home firearm storage as well as the California Penal Codes, described under section 12035 **(PSP I a,b,d)**
1. Some precautions to discuss could be:
 - a. Keeping ammunition secure and separate from the firearm
 - b. Keeping the firearm in a locked container, such as a safe
 - c. Utilization of a trigger locking device
 - d. Disassembly of the weapon...etc.
- C. These safety rules are not designed solely for range use
1. They are designed for anyone who uses a firearm in any circumstance
 2. They should have a special meaning for anyone who is armed professionally
 3. They should be an ingrained part of every instructor's character
- D. Discuss the difference between an accidental discharge and a negligent discharge
1. Negligent Discharge: A discharge resulting from a violation of the safety rules
 2. Accidental Discharge: an unintended discharge when all safety rules are followed, e.g. a mechanical breakdown of the weapon
- E. Review instructor responsibilities regarding specific range rules

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1. Range rules for Los Angeles Police Department Ranges are located in Chapter 1 of the LAPD Firearms Manual
2. The following are included in this ECO to foster a facilitated discussion in regard to RITS. However, The Firearms Manual should be consulted before beginning any independent training as the rules may have evolved
3. When utilizing handguns during rifle training, proper loading and unloading techniques will continue to be common practice.
4. With pistols so equipped, the de-cocking lever shall be in the down position before performing these three manipulations in a non-combat situation
 - a. Checking the chamber
 - b. Loading the chamber
 - c. Unloading the firing chamber
5. Handguns will be in one of three places
 - a. On the firing line aimed at the target
 - b. On the firing line in a low ready or close contact position
 - c. In the holster
6. Patrol Rifles will be in one of three places
 - a. On the firing line aimed at the target
 - b. On the firing line in an indoor low ready, low ready, high ready, or close contact
 - c. In a slung position
7. All firearms training will be adequately supervised by someone in authority
 - a. All safety precautions must be adhered to and absolutely enforced
 - b. HITS, SITS or RITS qualified officer must be on the range during operation
8. Strict discipline must be maintained
9. Never anticipate a command
10. Immediately upon handling a firearm, open the cylinder or action, or lock the slide or bolt / action to the rear, to ensure it is unloaded
11. Never give a firearm to or take a firearm from any person if the slide, cylinder, bolt or action is not open, unless told to do so by an instructor on the firing line
12. Ensure there are no obstructions in the barrel of a firearm before loading
13. When manipulating a firearm keep it pointed in a safe direction at all times
14. Do not permit the muzzle of the weapon to touch the ground
15. Never go in front of the firing line until the firing line has been cleared or otherwise declared safe and the command to go forward is given
16. Do not dry fire on the range, except under the supervision of or with the approval of an instructor
17. Holster all handguns and secure all shoulder firearms before picking up dropped ammunition or equipment
18. Pay strict attention to the range officer
19. While not actually on the firing line, all handguns shall be carried holstered or empty with cylinder open, or magazine removed and with slides locked back, and all rifles and shotguns shall be properly slung or placed in the racks in their proper condition

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20. Anyone participating in training, whether shooter, observer, or instructor, has the authority to call a “cease fire” if they observe an unsafe action or condition that may cause injury or death and/or damage to facilities
21. No smoking, eating, or drinking on the firing line
22. No student will be permitted on the range if there is knowledge or reason to believe such person has consumed alcoholic beverages, drugs or medication which might impair the students’ ability to comprehend instructions and handle a weapon safely
23. No talking on the firing line except by the instructors or to answer a direct question asked by an instructor or as necessary when acting as a student coach
24. While a firearm is being cleaned, live ammunition shall not be allowed in the immediate area

F. Range safety plan

(PSP I a)

1. Overview Range Safety Plan: Illness and Injury Prevention Program (IIPP) DISTRIBUTE and discuss safety guidelines handout
 - a. 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
 - b. All personnel should be instructed that a copy of the IIPP is located in the training supervisor’s office at that particular training site
 - c. Anyone participating in the training, whether student, observer, or instructor, has the authority to “STOP” the exercise if they observe an unsafe act or condition that may cause imminent injury or death and/or damage to the facilities
 - d. Protective eyewear and ear protection (American National Standards Institute (ANSI) approved) shall be worn if blanks or live-fire rounds are used during a practical application or during any demonstration using the same
 - e. Students shall immediately notify an instructor(s) or the training staff of any injury sustained during training, and use the following steps in the event of a serious injury
 - a. Render first aid and obtain appropriate medical assistance. Notify the Fire Department rescue ambulance (661-254-9661) via telephone, cellular phone, or police radio. Give specific directions to the location of the incident
 - b. In case of a serious injury, all IIPP notifications and protocol shall be followed
 - c. At each training location, there is a notebook located in the training unit’s office also containing the emergency plan that is in place
 - d. 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
 - e. Transport to the local hospital for a minor injury

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Granada Hills Facility:

Providence Holy Cross Medical Center
15031 Rinaldi Street
Mission Hills, CA 91345
(818) 365-8051

Elysian Park Facility:

Glendale Adventist Medical Center
1530 E. Chevy Chase Drive
Glendale, CA 91206
(818) 409-8000

Harbor Range Facility:

San Pedro Peninsula Hospital
1300 West 7th St
San Pedro, CA 90732
(310) 832-3311

Oaktree Gun Club (LAPD Rifle/Slug Range)

Henry Mayo Newhall Memorial Hospital
23845 Mc Bean Parkway
Valencia, CA 91355
(661) 254-8000

2. Off-site locations
 - a. Must be inspected and approved by Medical Liaison Section
 - b. Must have an offsite safety plan at the actual location
3. Safety Equipment
 - a. American National Standards Institute (ANSI) eye and ear protection is required for any live fire or blank fire training
 - b. Basic first aid kit for incidental, non-serious injuries
4. Safety when utilizing steel targets
 - a. Examine targets carefully for unsafe conditions
 - b. Steel targets with bullet holes in them are unsafe due to penetration and ricochet concerns
 - c. Steel targets that have been dented by powerful projectiles (as opposed to shallow surface dimpling caused by handgun projectiles) are unsafe due to inconsistent deflection and ricochet concerns
 - d. Steel targets that have been warped into convex or concave shape through heavy use or abuse are unsafe due to inconsistent deflection and ricochet concerns. Ensure that the steel targets are fairly flat and uniform across their surface area before using
 - e. Steel targets must be emplaced at an angle less than 90 degrees to the ground

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- f. Steel targets must be emplaced a minimum of 10 yards from the shooter or any bystanders for pistol and buckshot and 50 yards for rifle or slug ammunition
 - g. If steel targets are angled to each other, there must be a minimum distance of 10 yards between each target
 - h. Body armor and a ballistic helmet are recommended, and eye and ear protection are mandatory
5. Medical Emergency Plan
- a. In place in case of accident or emergency
 - b. May require an ambulance or an air unit
 - c. Designate the appropriate Hospital
 - d. Make sure all students know where it is
 - e. Select and discuss the designated route for non-emergency transportation
 - f. Identify the two officers best qualified to render aid in the event of an accident or emergency (i/e, Paramedic, combat medic, or EMT training)
6. Safety Briefing at training sites
- a. Basic safety and range rules review
 - b. Medical plan review and assignments if needed.
 - c. Instructor Ratios
 - a. 1 to 5 for dry practice
 - b. 1 to 5 on the line for live fire
 - c. 1-1 if moving
- G. Los Angeles Police Department color coding of weapons **(PSP I h)**
- 1. Unmarked
 - a. No color code
 - b. Lethal weapon
 - 2. Orange
 - a. "Inert" or non-firing
 - b. Demonstration model
 - 3. Red weapon
 - a. Laser equipped
 - b. Inert training
 - 4. Blue
 - a. Inert
 - b. Marking or paint projectile
 - 5. Yellow
 - a. Inert
 - b. Capable only of firing blank cartridges
 - 6. Bright Green (**Less Lethal only**)
 - a. Bean bag
 - b. Rubber or foam projectile

III. ROLES AND RESPONSIBILITIES (classroom)

(120 Min)

- A. Instructor responsibilities
- 1. Present the training philosophy of the firearms training program

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- a. To provide officers the tools necessary to do their jobs effectively and safely
 - b. Ongoing, consistent, current and timely
 - c. Supportive of Department goals and policies
 - d. Responsive to the needs of the officers and current equipment
 - e. High quality
 - f. Mentor/Instructors must be committed to training and must be willing to train
 2. Identify the positive impact of the training program
 - a. Meet the needs of the officers
 - b. Increase in moral
 - c. Skills and abilities of the officers
 - d. Become an advocate for practice
 - e. Practice manipulations at local divisions
- B. Outline the skills and qualities needed to become a Firearms Instructor
1. Exemplary role model in both formal and informal situations
 2. Able to interact with a wide variety of people
 3. Is committed to a careful replication of Department approved techniques
 4. Is able to demonstrate
 - a. Effective lesson preparation
 - b. Incorporate the necessary lesson element
 - c. Effective management of the training environment
 - d. Teamwork
 - e. Participation
- C. Legal ramifications and civil liability issues **(PSP I d)**
1. Consequence if techniques are taught improperly
 - a. Legal Ramifications (fines or prison)
 - b. Professional ramifications (suspension or demotion)
 2. Modifying the authorized and approved techniques is not acceptable
 3. Civil rights violations
 4. Agency specific policy must be adhered to
 5. Accountability
- D. Methods for reducing civil liability
1. Documentation of all training
 2. Rosters provide documentable proof of who was at the training in the event that an officer becomes involved in an action that involves subpoena of training records
 3. An archive of lesson plans will show what material was taught to each class, as lesson plans often evolve. The version (date) of the lesson plan should be documented on the class roster in the event that those documents are subpoenaed. This also allows course coordinators to maintain consistency throughout the program.
- E. Adult learning concepts
1. Instructor must get students prepared to receive new information
 2. Have students utilize the handout material during the review of the material
 3. Ensure to clarify any questions the students have
 4. Ask the students to provide definitions of each block

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5. Provide an opportunity for the students who have used team teaching and facilitation an opportunity to share their positive personnel experiences
 6. Achieve a higher level of thinking (Blooms Taxonomy)
 - a. Remembering (Lowest Level)
 - b. Understanding
 - c. Applying
 - d. Analyzing
 - e. Evaluating
 - f. Creating (Highest level)
- F. Learning modalities
1. Refers to the perceptual channels or senses through which a person receives and processes information
 2. Visual – learns by observing (readers and observers)
 3. Auditory – learns by listening (listeners and/or talkers)
 4. Tactile – learns with tactile assistance (feel & touch)
 5. Kinesthetic – learns with kinesthetic support (movement/muscle memory)
 6. Most individuals use a combination of modalities in any learning situation
- G. Team teaching
1. Two individuals “share” the classroom or range during a teaching block
 2. Respect that one instructor is considered primary and the other secondary. Do not interrupt a period of instruction without permission
 3. Allows for different learning modalities to be comfortably used in the classroom or range
 4. Allows instructors to observe the upper and lower parts of the body simultaneously in certain shooting positions
- H. Lecture versus Facilitation
1. Lecture is generally used to impart “new” information to the students
 2. Facilitation is very effective with adult learners who hear new information or review past and are allowed to discuss, practice or apply this information immediately
- I. Facilitation
1. Utilizing student’s knowledge, skills and ability to assist in the exchange of information
 2. Understanding that most adult learners have a tremendous experience base to pull information from during training sessions
 3. Learning to “tap into” the students experience to discover innovative ways of handling problems identified within their profession
- Note: Facilitation only needs to be utilized when applicable
- J. Facilitation Techniques/friendly reminders
1. Students work together in large or small groups to resolve the problem
 2. Facilitators tap into the student’s knowledge, skills and ability, rather than “tell” them the answers
 3. Facilitators reframe and rephrase questions to elicit responses from the students

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K. Common instructor pitfalls¹

1. Frustration
 - a. Instructors can become frustrated with students lack of knowledge and forget that they were once themselves just learning the material
 - b. Instructors can also become frustrated if students do not seem to be interested in the material being taught
2. Blaming the learner
3. Self-fulfilling prophesy
 - a. Making a snap judgment about a student can prejudice the instructors' ability to successfully convey information, thus the "self-fulfilling prophesy"
 - b. Instructors should always strive to be impartial and to not allow personal bias to interfere with the teaching process
4. Burnout
5. Instructors arguing, disagreeing or belittling a student(s) or each other in front of students

L. Common learner problems

1. Emotional interference
 - a. Learner allows an emotional response to overshadow the information
 - b. Often related to earlier experiences
2. Fear/anxiety
 - a. Of public speaking
 - b. Of failing in public
3. Lack of assertiveness
4. Lack of attentiveness

M. Giving criticism

1. Focus on the behavior not the person
2. Describe the behavior accurately
3. In giving criticism, it's important to avoid alienating the student by relying on personality traits to explain problems. The Instructor should always find something to praise before making a correction and then give praise after the student has made the correction
4. Instructors should avoid making multiple corrections at one time.

N. Training preparation

1. Point out the importance of preparing in advance for training
 - a. Allows better time management
 - b. Allows a smoother presentation
 - c. Ensures that all necessary information is being provided
2. Ensure that all the needed materials are available
 - a. Ammunition
 - b. Targets and related items
 - c. Inert weapons
 - d. Role players/actors
 - e. Equipment: vehicles, radios
 - f. Handouts
 - g. Flip charts... etc.

¹ Coaching Process, Dr. Nels Klyver

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- O. Primary Instructor
 1. Responsible for the material presented to the class
 2. Responsible for time management
 3. Assigns duties and tasks
 4. Completes documentation
- P. Line coach/line safety **(PSP I a)**
 1. 1 instructor to 5 students on the firing line
 2. 1 instructor to 1 student during shooting on the move drills
 3. Work directly with students
 4. Advises primary instructor of the progress of assigned students
 5. Does not address the class unless primary instructor has approved information
 6. Range master
 - a. Responsible for operations of the range
 - b. No instructing, unless absolutely necessary
 - c. Typically running drills or qualification courses
- Q. Techniques to preempt uncooperative shooters
 1. Have someone in authority introduce instructor
 2. Introduction should establish instructor's credibility
 3. Should be stated that the instructor is the representative for the highest-ranking officer who has approved the training
 4. Acknowledge the experience and skill level of the students
 - a. Helps to bring the peer leaders on board with you and your class
 - b. They can interact with their experiences reaffirming lessons
- R. Assignment of teaching topic
 1. All students will be assigned a “teach back” topic and will need to present the topic in front of the class
 2. Topics assigned should include but are not limited to:
 - a. Elements of marksmanship
 - b. Manipulations
 - c. Safety rules and procedures
 3. Topics are assigned early on the first day, and presentations will be done towards the end of the third day
 4. Presentations may include props, handouts, and multi-media options
- S. Eye Dominance
 1. Eye dominance test
 - a. Model the Eye Dominance test
 1. Point out to the student instructors how to conduct the test
 2. Some shooters are cross eye dominant and many are not aware they are, i.e. right handed and left eye dominant or left handed and right eye dominant
 3. If a right hand shooter who is left eye dominant attempts to aim with the right eye without closing the left eye, the shots will probably go off to one side of the target
 4. All students, including experienced shooters, should be checked for eye dominance
 - b. If a shooter is discovered to be cross eye dominant, the following aiming options should be explained

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1. Keep the dominant eye closed when shooting
 2. Learn to shoot the rifle with the other hand which is on the same side as the dominant eye
- T. TEST: The Eye Dominance Test (Commands and procedures) **(PSP I e)**

Note: As the title indicates, this is a test to identify the student's dominant eye

1. Do not anticipate my instructions or go ahead on your own. Make a small circle between your hands and thumbs
 - a. Hold your hands in front of your body at waist level
2. Pick out a small object in the distance
 - a. Keep both eyes open
 - b. Focus your vision on the object
 - c. Keeping both eyes open, raise your hands and center the object in the circle
3. Now close your left eye
 - a) If the object remained centered in the circle, you are right eye dominant
 - b) If the object moved out of the circle you are left eye dominant
4. Lower your hands
 - a. With both eyes open, focus your vision on the object
 - b. Keeping both eyes open
 1. Raise your hands and center the object in the circle
 2. Close your right eye
 - a) If the object remained centered in the circle, you are left eye dominant
 - b) If the object moved out of the circle you are right eye dominant
5. Lower your hands again and keep both eyes open.
 - a. Raise your hands and center the object in the circle
 - b. With both eyes open, slowly bring your hands to your face until your hands touch your face
 - c. The eye you are looking through the opening with is your dominant eye"
6. If you did not obtain the same answer (right or left) all three times, raise your hand
7. The instructor then conducts the tests one on one with the instructor covering the students' eyes one at a time

IV. ELEMENTS OF MARKSMANSHIP (Classroom)

(90 min) (PSP I e,f)

Instructor will review the seven elements of marksmanship as it relates to shooting the Patrol Rifle and point out to the student instructors how to teach these concepts and how to be aware of the areas where students struggle.

A. Grip

1. Primary Hand
 - a. Tight around the pistol grip

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- b. Trigger Finger on the receiver if not on target
- c. Place the toe of the buttstock high in the pocket of your shoulder
- d. Pulling into the shoulder
- e. Thumb on selector lever
- f. Trigger Finger on the trigger if on target and intending to shoot.
 - 1) Support Hand (depending on distance and position)
 - 2) Placed under the hand guards
 - a. In a comfortable position (so as to not to interfere with the natural point of aim)
 - b. Utilized as a mono pod
 - c. Without muscle tension

2. Positions

- a. Standing or offhand
 - 1) The shooters feet and hips can be squared, offset or angled to the target
 - 2) Feet should be approximately shoulder width apart
 - 3) The primary foot should be comfortably set behind the support foot with the weight on the balls of the feet
 - 4) Knees should be slightly bent to allow the shooter to stay balanced during recoil and movement
 - 5) Weight should be forward of the hips
- b. Speed kneel
 - 1) The shooter takes a forward step with their support foot planting it flat on the ground with their support toes facing towards the target
 - 2) The shooter executes a controlled drop onto their primary knee
 - 3) Shooters hips are towards the target
 - 4) Primary toes are bent under the foot, allowing the shooter maximum mobility
 - 5) Weight is up and the rear end is not on the calves
- c. Braced Kneel
 - 1) The shooter crosses their support foot in front of their primary foot (Right handed shooters at approximately the 1 o'clock position, Left handed shooters at approximately the 11 o'clock position), planting their support foot flat on the ground with their support toes slightly angled inward
 - 2) The shooter executes a controlled drop onto their primary knee
 - 3) Shooters hips are angled at approximately 45 degrees
 - 4) Primary foot is comfortably placed under the buttocks, allowing the shooter maximum stability
 - 5) Weight is dropped as low as possible with the shooters rear end contacting the rear of the support leg
 - 6) The support elbow is in contact with the support knee, with the flat portion of the triceps contacting the front of the kneecap or the firm portion of the elbow contacting the flat portion of the shooters quadriceps where it inserts into the knee. Bone to bone contact should be avoided.
- d. Squatting Position

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- 1) Shooter executes a controlled drop into a squatting position
 - 2) The flats behind the shooter's elbows should rest on the shooters knees
 - 3) Shooter may need to open their stance before assuming the position, based on flexibility
 - 4) Shooters hips and knees should be angled approximately 45 degrees from the target
- e. Open Leg Sitting Position
- 1) The shooters body remains bladed to the target. Both knees are bent with the shooter's elbows placed on the inside of the knees
 - 2) Elevation changes can be made by moving the support hand forward or backward on the forend of the rifle, or by changing the bend in both knees by moving the shooters feet forward or backward
- f. Cross Leg Sitting Position
- 1) The shooters body remains bladed to the target. The shooter crosses both ankles and draws their feet up towards their buttocks
 - 2) The shooters elbows rest on the inside of the shooters knees. The points of the elbows should not be placed on the knees
 - 3) Elevation changes can be made by moving the shooters support hand forward or backward on the rifles fore-end, or by moving the knees together or apart
- g. Offset Prone or Military Prone
- 1) The shooter assumes a prone position with the body and legs angled towards the shooters support side
 - 2) The shooters legs are spread apart, with the insides of the feet flat against the ground
 - 3) The shooters support elbow is directly underneath the rifle as much as possible
 - 4) Elevation changes can be made by moving the shooters support hand forward or backward on the rifles forend
- h. In-Line Prone
- 1) The shooter assumes a prone position with the shooters body and legs in-line with the target
 - 2) The shooter points both feet towards their primary side and draws the primary knee up towards the primary elbow. This raises the shooters diaphragm off the ground, reducing upper body movement due to breathing
 - 3) The shooters support elbow is directly underneath the rifle as much as possible
 - 4) Elevation changes can be made by moving the shooters support hand forward or backward on the rifles forend

Note: All shooting positions can be slightly altered/modified to accommodate the shooters body structure, inabilities etc

3. Breath control

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- a. Proper breath control assists the shooter in the completion of an accurate shot or series of shots
 - b. This is especially true when shooting at long range, or at a small target
 - c. The shooter should inhale normally and exhale normally, taking advantage of the natural respiratory pause between inhalation and exhalation
 - d. The natural respiratory pause is a 2-4 second window during which the shooter has ample oxygenated blood circulating and the lungs are static, allowing for minimal, consistent thoracic movement
 - e. Pushing this window past 6 seconds can lead to a lack of ability to focus on the front sight, red dot or reticle
 - f. The importance of this element is minimized during close range and full speed engagements where time is measured in milliseconds
4. Sight alignment
- a. Relationship between the shooter's eye, the front sight, and the rear sight
 - b. Correct sight alignment will consist of the tip of the front sight centered vertically and horizontally in the rear sight aperture
 - c. Focus is on the front sight
 - d. Optics require a completely different methodology, the main thing to remember is that optics do not allow a shooter to shoot better, they allow a shooter to see better
5. Sight picture
- a. Relationship between the shooter's eye, the front sight, the rear sight and the target
 - b. The correct sight picture will have the properly aligned sights centered on the desired area of the target with the front sight in sharp focus
 - c. Concentration and eye focus should be on the target or the suspect until the decision to shoot has been made
 - d. When the decision to shoot is made and the Patrol Rifle has been raised to eye level, eye focus instantly shifts from the target to the sights
 - e. The sharpest focus is on the front sight tip
 - f. The shooter focusing their eyes on the target or suspect rather than the front sight often results in poor results on the range and in the field. Since the eye is incapable of focusing on multiple objects at different distances at the same time, the sights are out of focus, making it impossible for the shooter to properly align the sights
 - g. Just like in sight alignment, one of the most common errors involves the shooter looking over the sights (in this case to focus on the target). This will cause the shots to be high, often "haloing" the target in a semi-circular pattern
 - h. Non-magnified optics allow the shooter to keep their focus on the threat rather than the dot. The shooter simply places the dot where they intend for the round to strike at closer distances

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- i. Magnified optics may require the shooter to maintain focus on the center of the reticle or red dot, with the center of the reticle or red dot representing where the round is intended to strike
6. Trigger control
- a. Trigger control is defined as: A smooth continuous press, straight to the rear, while maintaining the sight picture, achieving a surprise break, and completing follow-through
 - b. Improper trigger control will usually result poor shot placement
 - c. A great majority of shooter errors can be related to improper trigger control
 - 1) Jerking or snatching the trigger
 - 2) Uneven pressure rearwards
 - 3) Inability to separate the trigger finger from the master grip
 - d. The goal is to smoothly press the trigger straight to the rear **without disturbing the front sight**, in order to achieve a surprise break
 - e. No matter how perfectly the shooter assumes their stance and aligns the sights, if they slap or mash the trigger, in anticipation of the discharge, they will not hit the target with any consistency
 - f. The exact moment of the hammer fall, and subsequent discharge of the firearm must be a surprise
 - 1) This is known as the surprise break and is defined as not knowing when the hammer is going to fall so that the discharge is not anticipated
 - 2) Anticipating the moment, the shot will be fired will generally cause the shooter to push the muzzle downward in an effort to compensate for the recoil
 - a) Can be a systemic, or “whole body” reaction
 - b) Can be localized in the wrists and hands
 - c) Can be a “flinch” reaction in which the shooter actually closes their eyes and moves their head away in anticipation of the shot
 - g. Anticipation and subsequent pushing of the rifle downward will result in misalignment of the sights just as the bullet is being fired, resulting in a poor shot, and often missing the target
 - h. When shooting slowly or teaching trigger control to a new shooter, the trigger should be held to the rear momentarily after the shot has broken and then moved forward to the point of “reset”, at which time the shooter can slowly begin the trigger press again
 - i. The shooter will need to learn to only apply the amount of force necessary to activate the trigger.
7. Follow Through
- a. Follow-through is the continuation of all the fundamentals of marksmanship after the shot is fired
 - b. Concentration on the front sight must be constant throughout the firing sequence, up to and including after the projectile has left the barrel
 - c. The second aspect of follow-through is to maintain the trigger position after the weapon discharges

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- 1) For beginning shooters, the trigger is held in the rearward position until the weapon has recoiled
- 2) Proper trigger follow-through must be learned during slow fire before progressing to rapid fire
- 3) For advanced shooters, the trigger is held in the reward position until the weapon is in recoil
- d Removing the finger completely off the trigger then bringing it back onto the trigger is inefficient and can exacerbate existing shooter errors such as “slapping” the trigger
 - 1) Even when shooting fast, the trigger finger should remain in contact with the trigger
 - 2) The training maxim “reset fast, press slow” is great for the range and is a good training tool, but is only a means to an end. We want our shooters to be able to do both quickly in a gunfight

B. Clarify any questions that the students may have regarding how teach marksmanship

V. GENERAL RIFLE INSTRUCTION

(60 Min)

1. Teaching points of the Patrol Rifle system
 - a. Gas operated
 - b. Magazine fed
 - c. Semiautomatic
 - d. Shoulder fired
2. Patrol Rifle ammunition nomenclature
 - a. Maximum effective and maximum lethal range
 - b. Penetration and the importance of only using department approved ammunition
 - c. Military designation 5.56mm
 - d. Civilian designation: .223 Remington
 - e. Department approved ammunition and nomenclature
 - f. Maximum effective range and maximum lethal range
 - 1) Max. effective range 100 yards
 - 2)
 - 3) Max. lethal range 2/3^{rds} mile (US Army Field Manual No. 23-9)
 - 4) Max. range is 1.7 miles (US Army Field Manual No. 23-9)
 - 5) Duty Patrol Rifle ammunition penetration
3. Patrol Rifle nomenclature, care and cleaning, repair and authorized modifications (Department Armorer to teach class)
 - a. Only the Department Armory can repair City owned firearms²
 - b. **DISTRIBUTE:** Patrol Rifle Component handout
 - c. **Accurately identify each component of the Patrol Rifle**
 - d. Care and cleaning

Note: Max effective range determined by using a distance which the Patrol Rifle cadre has demonstrated its ability to score a minimum of 70% with iron sights

² Manual, 2/540.01 and 3/610.15, Repair of City Owned Firearms.

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- e. Authorized modifications list
- f. Authorized Equipment list
- 4. Students teach the class for the above information and/or skills
- 5. Instructors critique the students' instruction techniques

VI. MANIPULATIONS (small group instruction) (Range) (120 Min)(PSP I g)

- A. Students will break into small groups (no more than 5 students to 1 instructor) and work on the following manipulations, both right and left handed
- B. Positions – This is an instructor level course. Students are expected to be proficient at all Patrol Rifle positions prior to taking this course. As far as positions, we will only be discussing instructor points
 - 1. Low-ready
 - a. The biggest problem we see with the low-ready position is that shooters keep the stock up on their face. Ensure that the shooter lowers the stock enough to provide easy head movement and situational awareness
 - b. Ensure that the toe of the stock remains in the pocket of the shoulder
 - 2. Indoor Low Ready
 - a. Ensure positive control of the rifle
 - b. Ensure that the shooter does not cover their foot with the muzzle
 - c. Toe of the stock is in, or close to, the pocket of the shoulder
 - 3. High Ready
 - a. Context is important with this position. Ensure that the shooter is maintaining positive control of the stock along their forearm and that their focus is elevated and that they are assessing.
 - 4. Close-contact
 - a. Ensure that the shooter is in a based, balanced stance, Weight should be dropped into the hips and legs and the butt of the Patrol Rifle should be tucked high and tight under the primary arm. Instructors should physically manipulate the shooter to ensure that the shooter is balanced, taking care not to do it so vigorously that they fall.
 - 5. Administrative loading and unloading position
 - a. Used in non-combat manipulations only, this position allows easy access to the rifle for tasks such as loading and unloading. The stock of the rifle is trapped between the shooters bicep or elbow and their ribcage
- C. Muzzle Up Chamber Check
 - 1. From the port arms position, the rifle is punched into the air. Control is maintained with the support hand around the handguards while the primary thumb moves to the charging handle release, with the remaining fingers wrapped around the buttstock of the rifle.
 - 2. The charging handle is moved rearward with the thumb in a pinching motion, retracting the bolt approximately one inch, exposing the chamber.
 - 3. Observe into the chamber
 - a. Instructor Note: Ensure that the rifle is held high enough to see into the chamber

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4. Ensure that the student allows the bolt to move forward by releasing the charging handle, and allowing the bolt to go forward/home on its own inertia (spring tension), not guiding it forward
 5. Forward assist
 6. Ensure that the primary thumb returns to the selector switch (Proper recovery)
- D. Muzzle Up Low-Light Chamber check
1. Instructor points
 - a. Ensure that the shooter is using their support hand finger (pinky finger for right handed shooters, index finger for left handed shooters) to reach all the way into the chamber
 - b. Ensure that the shooter is maintaining positive control of the rifle
 - c. Forward assist
 - d. Thumb on top of the selector switch (Proper recovery)
- E. Muzzle Down Chamber Check
1. From indoor low-ready
 2. Primary hand with index and middle finger “bunny ears” retracts charging handle
 3. Ensure that the shooter can see into the chamber
 4. Ensure that the shooter is not covering their toes with the muzzle
 5. Let the bolt go forward on its own inertia
 6. Forward assist
 7. Thumb on top of the selector switch
- F. Support Side Muzzle Down Sling Arms
1. Muzzle pointed down range
 2. Support hand to rear sling swivel
 3. Primary hand rolls rifle onto support arm parallel to the ground
 4. Taut sling with primary hand
 5. Rotate muzzle straight down
 6. Guide rifle to support side shoulder
 7. Reposition support hand to handguard
- G. Support Side Muzzle Down Climbing Carry
1. Support hand on handguard
 2. Primary hand grasps sling
 3. Lift sling over head
- H. Unslung to Low Ready
1. Support hand on handguard
 2. Extend support hand and rifle out parallel to the ground
 3. Primary hand grasps pistol grip
 4. Rotate rifle onto shoulder
 5. Maintain a safe muzzle direction
 6. Low ready
 7. Thumb on top of selector switch
 8. Recover with assessment to port arms
- I. Primary Side Muzzle Up Sling Arms
1. Port arms
 2. Primary hand releases grip, support hand extends rifle
 3. Primary hand grabs sling at front sling swivel

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4. Maintain 2 points of contact
- J. Muzzle Up Climbing Carry
 1. Support hand grasps sling
 2. Primary hand acquires grip low on stock
 3. Lift sling over head
- K. Unslung to Port Arms
 1. Transition to primary side muzzle up sling arms
 2. Hips move to support side to clear holstered sidearm
 3. Support hand acquires grip on handguard
 4. Support hand extends rifle as primary hand obtains pistol grip
 5. Proper port arms
 6. Thumb on top of selector switch
- L. Make ready for live fire
 1. Chamber Check
 2. Administrative position
 - a. Stock tucked between bicep or elbow and ribcage
 3. Insert Magazine
 - a. Ensure magazine is completely seated "tug"
 4. Stock to top of shoulder
 5. Support hand retracts charging handle
 - a. Allow to go forward on its own inertia (under full spring tension)
 6. Chamber check
 7. Forward assist
 8. Thumb on top of the selector switch
- M. Tactical Reload
 1. Trigger finger along the receiver
 2. Low Ready
 3. Asses
 4. Selector switch to safe
 5. Thumb on top of selector switch
 6. Stock under armpit
 7. Remove magazine and retain
 - a. Place in pocket, shirt, or anywhere it can be easily recovered if needed

Note: Small group discussions of placement of magazine. Pros/Cons of retaining magazine in magazine pouch

8. Obtain new magazine using proper grip 3 Finger Grip or C Grip
9. Insert magazine, seat and tug
 - a. Instructors ensure that the student is firmly placing the magazine in the rifle and tugging hard to make sure that it is seated
10. Asses, with thumb on top of the selector switch
- N. In Battery Speed Reload
 1. Trigger finger along the receiver
 2. Tuck stock under armpit
 - a. Ensure magazine well is not too close to the body
 3. Obtain new magazine using proper grip 3 Finger Grip or C Grip

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4. Eject old magazine
 5. Insert new magazine
 - a. Insert firmly to seat, tug firmly to check
 6. Finish on target
 7. Finger on the trigger
- O. Out of Battery Speed Reload
1. Press and feel spongy trigger
 2. Transition to pistol
 3. Low ready assess
 4. Return pistol to the holster
 5. Recover rifle
 6. Trigger finger along the receiver
 7. Inspect ejection port
 8. Eyes back downrange
 9. Tuck stock under armpit
 10. Release old magazine
 11. Obtain new magazine using proper grip 3 Finger Grip or C Grip
 12. Insert new magazine
 - a. Insert firmly to seat, tug firmly to check
 13. Press bolt release
 - a. Can depress using palm of support hand or support thumb for right handed shooters, index or middle finger for left handed shooters
 14. Proper recovery
- P. Failure to Fire
1. Hammer falls, rifle does not fire
 2. Transition to pistol
 3. Low ready assess
 4. Return pistol to holster
 5. Recover rifle
 6. Trigger finger along the receiver
 7. Inspect ejection port
 8. Eyes back down range
 9. Tap magazine into magazine well and tug magazine to ensure it is fully seated
 10. With support hand, pull charging handle back and chamber a new round, letting the bolt go forward on its own inertia
 11. Proper recovery
- Q. Feedway Stoppage
1. Short, spongy trigger
 2. Transition to pistol
 3. Low ready assess
 4. Return pistol to holster
 5. Recover rifle
 6. Trigger finger along the receiver
 7. Inspect the ejection port and verify the malfunction
 8. Eyes back down range
 9. Declare "rifle malfunction" and move to cover if possible

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10. Lock the bolt to the rear, by clamping the magazine well with the support hand and pressing the bolt catch with the support thumb (for Right handed shooters) and Index or middle finger (for left handed shooters) while retracting the charging handle with the primary hand
 - a. When teaching this, ensure that the students know that they can balance or wedge the rifle against their body to make it more stable
 11. Push the charging handle back into place
 12. Remove old magazine
 - a. Ensure that the shooter discards the magazine. Bad magazines are one of the causes of feedway stoppages
 13. Finger sweep through the magazine well with the support hand
 14. Release bolt with support hand
 - a. Thumb is faster with training (for right handed shooters)
 - b. Palm is more foolproof (for right handed shooters)
 - c. Index or middle finger (for left handed shooters)
 15. Cycle charging handle three times
 16. Insert new magazine
 - a. Insert firmly to seat, tug firmly to check
 17. Chamber new round
 18. Proper recovery
- R. Speed Sling Transition
1. Support hand rotates grip on handguard
 2. Primary hand grasps sling
 3. Lift sling over head
 4. Safe transition to pistol
 5. Finish slinging to Muzzle Down Climbing Carry
 6. Safely holster pistol
 7. Unslung to low ready
- S. Overhead Transition
1. Muzzle down range
 2. Rifle raised parallel to the ground
 3. Shooting support arm between the sling and the rifle
 4. Rotating rifle overhead and releasing, allowing to catch on primary shoulder
 5. Transition to pistol
 6. Safely holster pistol
 7. Unslung to low ready
- T. Unload
1. Administrative loading/unloading position
 2. Remove and secure magazine
 - a. Ensure that the magazine is secured so as not to interfere with the rest of the manipulation
 3. Angle the muzzle 45 degrees and rotate the ejection port away from the body
 4. Cup the ejection port with the left hand and pull the charging handle to the rear with the right hand, capturing the round in the left hand
 5. Move the left hand to the left side of the rifle and depress the bolt catch locking the bolt to the rear while guiding the charging handle forward with the right hand. Secure the loose round
 6. Primary hand to pistol grip, reacquiring a port arms position

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7. Elevate the rifle and inspect the chamber, the feedway, and the magazine well
 8. Place the stock high on the primary shoulder and use the support hand to guide the bolt forward by retracting the charging handle and slowly allowing it to move forward
 9. Verify the selector switch is on safe
 10. Close dust cover
- U. After modeling the manipulations for the students, the small group instructor will walk the students through the manipulations test, emphasizing all of the prior points that instructors need to monitor. The students will go through the test both right and left-handed. After going through the test several times (no fewer than two), the students will pair up and run each other through the test as an instructor/student

DAY 2

VII. ELEMENTS AND DROs (small group instruction) (Range) (60 Min)

- A. Small group instructors will model the seven elements of marksmanship as well as the modern techniques (see VII above) and the applicable Defensive Response Options. The instructor will then reverse roles with each student and purposely make errors (such as misaligning the sights, using an improper shooting position or gripping the rifle incorrectly)
- B. The student instructor will then make the appropriate corrections. If the student instructor is unable to identify the errors and make the appropriate corrections, the instructor will provide on the spot instruction so that the student instructor is able to apply the correction techniques immediately
- C. Student instructors should rotate through a minimum of 3 times, identifying different issues correctly each time

VIII. TARGET DIAGNOSIS (small group instruction on range) (60 Min) (PSP I f)

- A. Instructors will discuss LAPD form 70-13.05.03 (9/95) (target diagnosis card) with their small group and discuss the benefits and limitations of using the shooter's target to help identify issues. This lesson will segue way into the first lesson the next day, Trigger Drills
- B. With any of these diagnoses, there is the possibility that the sights are misadjusted on the Patrol Rifle. If necessary, the instructor should make bold dope corrections in order to get their shooter on target. If the shooter is grouping well, it is most likely a dope issue and not a marksmanship issue.
- C. The following are **general** guidelines and provide only a partial picture into the window of shooter errors. These guidelines only provide a starting point for the instructor. No shooter errors were ever fixed solely based on target diagnosis
 1. Shots are high on the target
 - a. Misaligned sights (improper sight picture)
 - 1) Verify by using trigger drill 1
 - 2) Can be caused by the shooter looking over the rear aperture rather than through it
 - 3) Verify by asking the student "are you centering the front sight in the rear aperture?"

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- 4) Corrective measures can include drawing or demonstrating a correct Patrol Rifle sight picture
 - 5) Buttstock is low on the shoulder
2. Shots are low on the target
- a. Can be a trigger control issue, a grip issue, or even a stance issue. This requires a series of steps to isolate the issue. We generally identify trigger issues by utilizing our “skip loading protocol”, but target identification is important as well
 - b. If the shots are low, but grouped together, check for misaligned sights (improper sight picture) or misadjusted sights
 - 1) Verify by using trigger drill 1
 - c. If the shots are low, infrequently low, or low and spread out (not grouped) check for trigger control, anticipation or grip issues
 - 1) Verify by carefully observing and using skip loading protocol
 - 2) Correct by using trigger drills and skip loading protocol
 - d. If the shots are low and tend to be pushed or pulled to one side or the other, check for the following
 - 1) Interference from the support hand (pushing or pulling)
 - a) Identify via observation and trigger drills
 - b) Correct by using the skip loading protocol and trigger drills/dry practice
 - 2) Too much pressure on the trigger-the force on the trigger is overcoming the shooters grip
 - a) Identify via observation and trigger drills
 - b) Correct by using the skip loading protocol and trigger drills/dry practice
 - c) Another correction is through conditioning programs that develop hand strength and coordination (i/e, the ability to use the trigger finger independently of the master grip)
 - 3) A large body movement in anticipation of the Patrol Rifles recoil
 - d) Identify via observation and trigger drills
 - e) Correct by using the skip loading protocol and trigger drills/dry practice
 - f) Ensure that the shooter has a solid cheek weld on the Patrol Rifle and that they are not pulling their face away from the stock
 - e. Shots are to the right or left of the target
 - 1) Generally, shots to either side of the target are a sight alignment/picture issue
 - 2) Identify by using trigger drills
 - 3) Correct by using skip loading, trigger drills, and dry practice
 - 4) Infrequently, lateral placement of the shots can be attributed to pushing or pulling the Patrol Rifle with the support hand
 - a) The identification and correction of these issues is the same as above, however

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- b) The instructor must be able to observe and identify these issues independently of the others in order to give the student the appropriate information

IX. MANIPULATION REVIEW AND COACHING (Small Group Work on Range)(90 Min)

- A. Review the manipulations from the day before
- B. Review the coaching techniques in small groups
 - 1. Oftentimes, students have questions regarding the prior days training evolution. Use this time to answer those questions and to foster a discussion
 - 2. If there are no questions, quickly move through the manipulations

X. TRIGGER DRILLS, SKIP LOADING AND DRY PRACTICE (Range) (270 Min) (PSP I g)

- A. DEMONSTRATION: Instructor will demonstrate and discuss Trigger Drills as they pertain to Patrol Rifle marksmanship
 - 1. Trigger Drills are used to break down the mechanics of marksmanship into individual, integral portions, thus making it easier for a shooter to grasp and retain the components when placed into the whole of marksmanship.
 - a. Trigger drills are also very useful for diagnosing shooter error and are a foundation for safe, effective rifle instruction
 - b. These drills are the backbone for the LAPD Rifle Instructor School and their usefulness does not only apply to coaching novice shooters, but also to coach intermediate and advanced shooters
 - c. These drills will not only make a poor shooter good, but they will also make a good shooter great
 - 2. After watching the primary instructor present each drill (listed below), the students and line instructors will break back up into small groups and take turns as the coach and the student, conducting each trigger drill as prescribed and under the supervision of the line coach
- B. LOADING/UNLOADING THE PATROL RIFLE FOR SKIP LOADING DRILLS: Skip loading drills by their very definition are “hot” or loaded drills. Patrol Rifles will be unloaded, and students should load no more than ten rounds in each magazine. The instructor should have a supply of live rounds, dummy rounds and brass in order to set up malfunctions
- C. Generally, the Patrol Rifle is brought to target from the low ready position. However, this is left out of the following portion of the expanded course outline as the small group instructors and the Primary Instructor may have the students start from alternate positions
- D. Trigger Drill One
 - 1. The Student holds the Patrol Rifle and aligns the sights on target
 - 2. The instructor presses the trigger
 - 3. This drill allows the instructor to diagnose whether or not the shooter is aligning the sights correctly
 - 4. Trigger drill 1, explained
 - a. Shooter takes a position at least 25 yards from the target
 - b. Instructor stands on whichever side allows the instructor to use their primary trigger finger

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- c. Instruct the student to come up on target, but leave the trigger finger on the frame
- d. Verify that the student has a proper firing grip while on target
- e. Advise the student to maintain a correct sight picture, while the instructor presses the trigger
- f. If the results are satisfactory (a centered group of no fewer than 3 rounds) then move on to another exercise
- g. If the results are not satisfactory
 - 1) Explain proper sight picture again
 - 2) Get verbal verification from the student that the sights are aligned properly
 - 3) Proceed with the drill one more time
 - a) If the student is unable to obtain satisfactory results the instructor should place the shooter into a good prone position and repeat
 - b) After several sessions, the shooter should be able to obtain satisfactory results
 - c) Once the shooter obtains satisfactory results, move them to the next position and repeat

E. Trigger Drill Two

- 1. This drill allows the instructor to model a correct trigger press to the student
- 2. The instructor holds and aims the Patrol Rifle at least 25 yards from the target
 - a. Advise the student to stand on the instructors' support side
 - b. Advise the student to place the last pad of their index finger lightly on the trigger without actually pressing the trigger
 - c. The instructor then places their trigger finger over the top of the students' finger
 - d. The instructor then presses the trigger, modeling a correct trigger press
 - e. When the Patrol Rifle discharges (or the hammer falls for dry practice), ask the student if they knew that the Patrol Rifle was going to discharge
 - 1) The student will probably answer "no". If the student answers "yes", then keep repeating this step until the student is able to allow themselves to be "surprised" by the discharge
 - 2) The instructor should tell the student "neither did I"

F. Trigger Drill Three

- 1. The student holds the Patrol Rifle and aligns the sights, the instructor presses the student's finger which is on the trigger
- 2. This drill allows the student to monitor proper trigger press while maintaining sight alignment
 - a. The target should be at a minimum distance of 25 yards
 - b. Command the student on to the target with their finger on the trigger, but not pressing. While the student maintains sight alignment, the instructor places their trigger finger on top of the student's trigger finger

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- c. The instructor then presses the students finger smoothly and straight to the rear, gradually building pressure until the shot breaks
- d. After the shot breaks, the instructor holds the trigger to the rear for a moment before allowing the student to cycle the Patrol Rifle

G. Trigger Drill Four

- 1. The student holds the Patrol Rifle on target, aligns the sights, and presses the trigger with the instructor's finger between the trigger and the students trigger finger
- 2. This drill provides the student the opportunity to combine all of the necessary elements of marksmanship while giving the instructor the opportunity to ensure that the student is applying all of the elements properly
 - a. The target should be at a minimum distance of 25 yards
 - b. Command the student on to target and instruct them to place their trigger finger along the frame
 - c. The instructor informs the student that they are placing the finger on the trigger
 - d. The instructor then stands on the students support side and places a finger (usually the support side trigger finger) on the trigger of the student's Patrol Rifle
 - e. The instructor instructs the student to place their finger on top of the instructor's finger
 - f. The student then presses the trigger smoothly and straight to the rear, gradually building pressure until the shot breaks, demonstrating a correct trigger press to the instructor

H. Trigger Drill Five (Dry Practice)

- 1. The student holds the Patrol Rifle on target with their finger on the trigger. The student then presses the trigger and cycles the bolt. This allows the student to feel the trigger break and experience the trigger-reset point. Prior to starting this drill, all ammunition should be moved off the firing line. A magazine filled with dummy rounds may be used, or the Patrol Rifle may be completely empty depending on the training environment, attributes, or available resources
 - a. With the Patrol Rifle "on target", the student slowly presses the trigger to the rear
 - b. After the trigger breaks and the hammer falls, the student maintains the trigger position all the way to the rear (Follow through). Ensure the student is not using excessive pressure on the trigger. If the trigger requires 5.5 pounds of pressure to activate, the student should be maintaining 5.5 pounds of pressure on the trigger at its most rearward position
 - c. The shooter then cycles the bolt all the way to the rear and allows it to go forward under full spring tension
 - d. The student allows their trigger finger to move forward only far enough to re-set the trigger

I. Trigger Drill Six (skip loading)

- 1. Skip Loading (Concepts)
 - a. Focuses on the principle of surprise break and follow-through

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- b. Any superfluous movement of the rifle by the shooter when the hammer falls constitutes a failure to achieve a “Surprise break”
 - c. If the shooter is moving the rifle when the hammer falls on a dummy round, then he is also moving the rifle when the hammer falls on a live round
 - d. Movement (anticipation) on a live round cannot usually be observed because the rifle immediately recoils, masking the mistake
 - e. Magazine loaded with a mixture of live rounds and dummy rounds
 - 1) To identify trigger control problems, high ratio of live rounds to snap caps
 - 2) To correct trigger control problems, low ratio of live rounds to snap caps
 - 3) A beginning marksman should start with a high ratio of dummy to live. Brand new shooters should have at least a 2 dummy to 1 live ratio
 - 4) As the shooter progresses, the ratio should gradually change to 2 live to 1 dummy. Sustainment training should begin at 1:1
 - f. During skip loading drills, the command “Make ready for live fire” will not be given. The shooter will start with an empty chamber
 - g. The coach observes the shooters trigger finger and if the shooter takes their finger off the trigger after a live round, the coach should stop them and remind them to use proper fundamentals
2. Skip Loading (execution)
- a. Have the student stand approximately 15-25 yards from the target. The instructor stands on the shooters support side
 - b. Advise the student to press the trigger smoothly to the rear. Advise the student that after the hammer falls, they shall hold the trigger to the rear and manually cycle the bolt
 - c. If the hammer falls on a live round, verify that the shooters trigger finger remains in contact with the trigger (follow through)
 - d. If the hammer falls on a dummy round, observe if the shooter induces movement in the Patrol Rifle
 - 1) Ensure that the student recognizes whether it was a good press or a bad press
 - 2) When the hammer falls on a dummy round, the shooter holds the trigger to the rear and tells the coach, “Good press” or “Bad press”
 - 3) The coach verbally confirms or corrects the shooter’s call
 - e. If it was a confirmed “good press” the shooter cycles the Patrol Rifle and proceeds with the exercise
 - f. If it was a confirmed “bad press”, the coach should talk the shooter through the fundamentals. Because of the operation of the Patrol Rifle, there is no way to manually reset the gun without cycling it completely
 - g. When the shooter presses the trigger and a live round is discharged no effort is made to determine if the press was good or bad, although the Coach should be observing the shooter to ensure that the

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fundamentals are being applied correctly. The Coach should be observing the shooter, not the target

- h. After a live shot the shooter merely resets the trigger and presses again

XI. SECURE RANGE AND EQUIPMENT

(60 Min)

DAY 3

XII MANIPULATIONS (small group instruction) Range

(120 Min)

(PSP I j)

- A. Small group methodology is used to ensure that the students are being taught how to instruct the proper manipulations or malfunction clearances, not just to perform them. This is an instructor course, not on operator course
 - 1. For each technique, the small group instructor will demonstrate multiple times while “talking through” the technique
 - 2. The students will then perform each technique with one student performing and one student acting as a coach and making corrections
 - 3. Students will exchange roles frequently while the small group instructor supervises
 - 4. After the small group instructor is satisfied with the level of instruction, the instructor will perform the technique with a student acting as coach
 - 5. The instructor will intentionally make mistakes (such as improperly aligning the sights, over-gripping, “slapping” the trigger, etc.), testing the student coach as to whether or not they can make the appropriate corrections. If the student is unable to identify the mistakes, the Instructor needs to take the time to correct the student and allow them to work on identifying the errors
- B. For the following exercises, the students may set up their own malfunctions or, if the instructor wishes, the students may set up each other’s malfunctions
- C. Generally, the students work from the low-ready position, but this may be changed at the instructor’s discretion
- D. Out of Battery Speed Reload
 - 1. Press and feel spongy trigger
 - 2. Transition to pistol
 - 3. Low ready assess
 - 4. Return pistol to the holster
 - 5. Recover rifle
 - 6. Trigger finger along the receiver
 - 7. Inspect ejection port
 - 8. Eyes back downrange
 - 9. Tuck stock under armpit
 - 10. Release old magazine
 - 11. Obtain new magazine using proper grip R/H=3 Finger Grip, L/H=C-Grip
 - 12. Insert new magazine
 - 13. Insert firmly to seat, tug firmly to check
 - 14. Press bolt release
 - a. Can depress using palm of support hand, or support thumb for right handed shooters, and index or middle finger for left handed shooters

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15. Proper recovery
 - a. Failure to fire/Misfire
 16. Press trigger
 - a. Hammer falls, rifle does not fire
 - b. Transition to pistol
 - c. Low ready assess
 - d. Return pistol to holster
 - e. Recover rifle
 - f. Trigger finger along the receiver
 - g. Inspect ejection port
 - h. Eyes back down range
 - i. Tap magazine into magazine well and tug magazine to ensure it is fully seated
 - j. With support hand, pull charging handle back and chamber a new round, letting the bolt go forward on its own inertia
 - k. Proper recovery
- E. Feedway Stoppage
1. Short, spongy trigger
 2. Transition to pistol
 3. Low ready assess
 4. Return pistol to holster
 5. Recover rifle
 6. Trigger finger along the receiver
 7. Inspect the ejection port and verify the malfunction
 8. Eyes back down range
 9. Declare "rifle malfunction" and move to cover if possible
 10. Lock the bolt to the rear, by clamping the magazine well in the support hand and pressing the bolt catch with the support thumb (for Right handed shooters) Index or middle finger (for left handed shooters) while retracting the charging handle with the primary hand
 11. When teaching this, ensure that the students know that they can balance or wedge the rifle against their body to make it more stable
 12. Push the charging handle back into place
 13. Remove old magazine
 12. Ensure that the shooter discards the magazine. Bad magazines are one of the causes of feedway stoppages
 - l. Finger sweep through the magazine well with the support hand
 - m. Release bolt with support hand
 1. Thumb is faster with training (for right handed shooters)
 2. Palm is more foolproof (for right handed shooters)
 3. Index or middle finger (for left handed shooters)
 - n. Cycle charging handle three times
 - o. Insert new magazine

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1. Insert firmly to seat, tug firmly to check
 - p. Chamber new round
 - q. Proper recovery
- F. Small group methodology is used to ensure that the students are being taught how to instruct the proper malfunction, not just to perform them
1. This is an instructor course, not on operator course
 2. For each manipulation, the small group instructor will demonstrate multiple times while “talking through” the technique
 3. The students will then perform each technique with one student performing and one student acting as a coach and making corrections
 4. Students will exchange roles frequently while the small group instructor supervises
 - a. After the small group instructor is satisfied with the level of instruction, the instructor will perform the manipulation with a student acting as coach
 - b. The instructor will intentionally make mistakes (such as forgetting chamber checks, skipping steps, etc.), testing the student coach as to whether or not they can make the appropriate corrections
 - 1) Once the small group instructor judges the student-coaches performance satisfactory
 - 2) The instructor will pair up with each student in time and assist in giving each student their instructor Level Manipulations test
- G. While on the range, instructors will review the manipulations test. Each event on test is worth a maximum of 5 points
1. 5 points= Outstanding manipulation, perfect quality, crisp/sharp appearance
 2. 4 points= Excellent manipulation, no errors, no hesitation
 3. 3 points= Satisfactory manipulation, 1 error or hesitation
 4. 2 points= Poor manipulation, needs improvement: 2 or more errors or 1 error and unsure of sequence/steps or hesitation
 5. 1 point= Failed to complete manipulation without assistance, was unsafe or totally incorrect
 6. 0 points= No attempt
- H. Explain how to deal with safety violations
1. Any major violation (such as covering someone with the muzzle of the weapon) of the four basic safety rules will result in an immediate failing grade on the manipulation test
 2. Smaller safety infractions (such as finger on the trigger at the low-ready) while manipulating the rifle will result in points being deducted from the manipulation being attempted as well as from the safety events on the Manipulation test
 - a. One (1) score of one (1) point, or less, in any event, shall result in an automatic failure of the manipulations test, regardless of the cumulative score
 - b. Two (2) scores of two (2) points in any event, shall result in an automatic failure of the manipulations test, regardless of the cumulative score
- I. Administration

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1. The test should be performed with live ammunition and actual shooting whenever possible
 2. Ideally, the test should be administered by two instructors who should be watching the student from multiple angles
 - a. Instructors should use non-verbal communication to inform each other of the students score (hand signals)
 - b. If more communication is necessary, the instructors should speak out of earshot of the student
 - c. In the event of a disagreement between instructors, the Primary Instructor will have the final say. If neither instructor is the Primary, the most senior instructor will have the final say
- J. Learning Activity (Manipulations Test Administration)
1. This is an instructor course, not an operator course. Care should be taken that the students are administering the tests at an appropriate level
 - a. Instructors watch and monitor the student manipulating the rifle as per the Manipulations test.
 - b. Because this test involves the performance of physical skills, and their level of execution could be perceived as subjective, the test should ideally be monitored and graded by two instructors watching from different angles. Instructors should use non-verbal communication to inform each other of the students score (hand signals, 1-5)
 1. If more communication is necessary, the instructors should speak out of earshot of the student
 2. In the event of a disagreement between instructors, the Primary Instructor will have the final say. If neither instructor is the Primary, the most senior instructor will have the final say
 - c. Corrections are not made during the test, but rather at the end. This is to ensure that students aren't gaining an advantage during the test, as some skills repeat.
 2. Students partner up and under the supervision of the line instructor, take turns administering support side manipulation tests.
 - a. Break the group into pairs
 - b. Student are divided and assigned a number 1, 2, or 3
 - c. Number 1's will be the student
 - d. Number 2 and 3 will be the instructors
 - e. Upon command, number 1's (student) will conduct a proper support side manipulation test
 - f. Numbers 2 and 3 (Instructors) will observe number 1's (student) to ensure that the proper manipulation is conducted
 - g. Numbers 2 and 3 will observe that the student is properly manipulating the weapon and will document the manipulations on the LAPD Firearms Section Patrol Rifle Manipulation Test form. Numbers 2 and 3 will ensure that they are looking at the student from multiple angles and will communicate via hand signals the students score
 - h. The line Instructor will watch Numbers 2 and 3 administer the test and ensure that they are following established Firearms Section protocols as well as whether or not the grades documented for each

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manipulation are consistent with the student's actual physical manipulation

- i. Understand the importance of administering pre-school practice and manipulations test

XIII. GENERAL ADMINISTRATIVE TASKS (Classroom)

(60 Min)

- b. Record Keeping
 - a. POST rosters must be filled out completely
- a. All necessary information must be filled in
- b. POST ID numbers are mandatory, serial numbers only, are no longer adequate
- c. Rosters must be signed by attending instructors
2. POST resumes must be filled out prior to the end of the course
 - a. Completely filled out, if the form is incomplete, any training the student provides as an instructor will not be official
 - b. Completed forms must be turned in to the FTS admin cell at Davis Training Facility
3. Electronic and hard copies of all relevant rosters and testing.
 - a. Electronic documentation is easier to record and transfer
 - b. Hard copies are important in the event that the records are subpoenaed, especially if signed
 - c. All blank testing materials and answer keys need to be secured and available only to instructors and relevant supervisors

XIV. USE OF FORCE REVIEW AND DE-ESCALATION

(60 Min) (PSP I b, c, i, j,)

Review and discuss the Use of Force Policy - revised including Reverence for Human Life, Moral and Ethical Dilemma, Deadly Force, Tactical De-escalation and Command and Control: Group Discussion

Procedure: Conduct and open discussion, addressing legal updates and the Los Angeles Police Department Use of Force Policy, Tactical Consideration and De-Escalation

A. California Penal Code Section 835(a)³

1. Updated pursuant to Assembly Bill 392 that was signed into law on August 19, 2019 and effective as of January 1, 2020.
2. Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to:
 - a. Defend themselves,
 - b. Defend Others,
 - c. Effect an arrest,
 - d. Prevent escape/detention, or
 - e. Overcome Resistance

³ California Penal Code Section 835a

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3. The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and dignity and for the sanctity of every human life.
4. A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, "retreat" does not mean tactical repositioning or other de-escalation tactics.
5. A peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the circumstances, that such force is necessary for either of the following reasons:
 - a. To defend against an imminent threat of death or serious bodily injury to the officer or to another person.
 - b. To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.
6. "Deadly force" means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm.
7. "Totality of the circumstances" means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force.
8. A threat of death or serious bodily injury is "imminent" when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed.
9. A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.

B. Graham v. Connor 490 U.S. 386 (1989)

1. 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

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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.

2. Reasonableness judged without the 20/20 vision of hindsight.
3. The test of reasonableness is not capable of precise definition or mechanical application

C. Tennessee v. Garner, 471 U.S. 1 (1985)

Under the Fourth Amendment of the U.S. Constitution, a police officer may use deadly force to prevent the escape of a fleeing suspect only if the officer has a good-faith belief that the suspect poses a significant threat of death or serious physical injury to the officer or others.

D. LAPD Use of Force Policy - Revised⁴

1. Updated to reflect new 835(a) PC regarding the use of force by a peace officer, to include deadly force.
2. Guiding principle when using force shall be reverence for human life
3. Factors used to determine reasonableness may include but are not limited to:
 - a. The feasibility of using de-escalation tactics;
 - b. The seriousness of the crime or suspected offense;
 - c. The level of threat or resistance presented by the subject;
 - d. Whether the subject was posing an immediate threat to officers or a danger to the community;
 - e. The potential for injury to citizens, officers or subjects;
 - f. The risk or apparent attempt by the subject to escape;
 - g. The conduct of the subject being confronted (as reasonably perceived by the officer at the time);
 - h. The amount of time and any changing circumstances during which the officer had to determine the type and amount of force that appeared to be reasonable;
 - i. The availability of other resources;
 - j. The training and experience of the officer;
 - k. The proximity or access of weapons to the subject;
 - l. Officer versus subject factors such as age, size, relative strength, skill level, injury/exhaustion and number of officers versus subjects; and,
 - m. The environmental factors and/or other exigent circumstances.
4. The Department will analyze an officer's use of deadly force by evaluating the totality of the circumstances of each case consistent with the California Penal Code Section 835(a), as well as the factors articulated in Graham v. Connor.
5. **Serious Bodily Injury:**
Pursuant to California Penal Code Section 243(f)(4), Serious bodily injury includes but is not limited to:
 - a. Loss of consciousness;
 - b. Concussion;
 - c. Bone fracture;
 - d. Protracted loss or impairment of function of any bodily member or organ;
 - e. A wound requiring extensive suturing; and,

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

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f. Serious disfigurement.

6. Shooting at or from a moving vehicle:

It is the policy of this Department that firearms shall not be discharged at a moving vehicle unless a person in the vehicle is immediately threatening the officer or another person with deadly force by means other than the vehicle. The moving vehicle itself shall not presumptively constitute a threat that justifies an officer's use of deadly force. An officer threatened by an oncoming vehicle shall move out of its path instead of discharging a firearm at it or any of its occupants. Firearms shall not be discharged from a moving vehicle, except in exigent circumstances and *consistent with this policy in regard to the use of Deadly Force*.

Note: It is understood that the policy in regard to discharging a firearm at or from a moving vehicle may not cover every situation that may arise. In all situations, Department members are expected to act with intelligence and exercise sound judgment, attending to the spirit of this policy. Any deviations from the provisions of this policy shall be examined rigorously on a case by case basis. The involved officer must be able to articulate clearly the reasons for the use of deadly force. Factors that may be considered include whether the officer's life or the lives of others were in immediate peril and there was no reasonable or apparent means of escape.

7. Warning Shots:

It is the policy of this Department that warning shots shall only be used in exceptional circumstances where it might reasonably be expected to avoid the need to use deadly force. Generally, warning shots shall be directed in a manner that minimizes the risk of injury to innocent persons, ricochet dangers and property damage.

E. LAPD Drawing and Exhibiting Policy⁵

1. Unnecessarily or prematurely drawing or exhibiting a firearm limits an officer's alternatives in controlling a situation, creates unnecessary anxiety on the part of citizens, and may result in an unwarranted or accidental discharge of the firearm. An officer's decision to draw or exhibit a firearm should be based on the tactical situation and the officer's reasonable belief there is a substantial risk that the situation may escalate to the point where deadly force may be justified.
2. When an officer has determined that the use of deadly force is not necessary, the officer shall, as soon as practicable, secure or holster the firearm.

F. 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,

⁵ Manual, Volume 1 Section 556.80, Drawing or Exhibiting Firearms

⁶ Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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- 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
- 5. Ask – What is the goal of any tactical situation?
 - e. Preservation of life
 - 1) Officers' lives
 - 2) The community/people in our city
 - 3) The suspects' lives
 - f. Control the situation
 - g. Control the suspect
 - h. Self-control
 - 1) Prevent excessive use of force
 - 2) Practice tactical de-escalation techniques
- 6. Ask – When we demonstrate a reverence for human life, what effect does it have in our communities?
 - i. Builds public trust
 - j. Opens the door to better relationships
 - k. Helps establish partnerships
 - l. Demonstrates Procedural Justice in our policing
- G. Command and Control**⁷
 - 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.
 - a. Ensure reasonable numbers of Designated Cover Officers (DCO) for both lethal and less-lethal cover.
 - b. Reduce over-response or over-deployment to specific duties and responsibilities.
 - c. Maintain officer safety through personnel location and assignment.
 - 3. Tactical considerations
 - a) 4 C's of tactics
 - 1) Containment
 - 2) Control
 - 3) Communication
 - 4) Coordinate

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

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- b) Edged Weapons
 - 1) Distance + Cover = Time to make a decision
 - 2) Time allows for the possibility to utilize less lethal options
 - 3) Knives do have the capability to cause serious bodily injury or death
 - 4) Knives often constitute a deadly force situation
- c) Other reasons for non-compliance by the individuals (117c)
 - 1) Language barriers
 - 2) Disabilities
- d) Critical points (112)
 - 1) When communicating with individuals always be aware of cover, concealment and distance
 - 2) Distance from the threat equates to time to react to the threat
 - 3) The goal of the use of force is to gain control of the individual
 - 4) 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
 - 5) Failure to follow police directions during an episode is most likely not a deliberate act of defiance
 - 6) 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

H. Moral and Ethical Dilemmas

Expected Responses:

- a) Shoot or no shoot situation
- b) 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.
- c) Consequences of not using lethal force
- d) Public perception
- e) Police/peer perception
- f) Family's perception
- g) "Suicide by Cop"
- h) Subject uses the officer as an instrument of the suicide
- i) Mental illness is not a criminal offense
- j) Consequences of using lethal force on someone who is hurting themselves
- k) What identifies an ethical dilemma

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- 1) Right vs. Right?
 - 2) Driven by Values and Principles
 - 3) Complexity of issues
 - 4) Realities and pressures
- I) More than one right option
- 1) 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.
- I. Duty to Intercede (*PC 13519.10(b)(2)*, *PC 7286(b)(8)*)
- a) What is a “duty to intercede?”
 1. Bystander officer liability
 2. What is the stigma around this?
 3. How do we break the stigma?
 4. How does this reflect your personal and organizational core values?
 - b) What is your responsibility as a peace officer to intervene?
 1. To the public?
 2. To fellow officer(s)?
 3. To self?
 4. To organization?
 - c) What are the consequences and liabilities?
 1. Criminal
 2. Civil
 3. Administrative
 4. Moral/ethical
 - d) How do you recognize when to intercede?
 - e) Agency’s policy on duty to intercede
 1. What is your responsibility to report to a supervisor?
 2. Has the policy changed in recent years?
 3. What is the policy on retaliation?
- o Rendering First-Aid
- a) What is your responsibility to render first-aid?
 - b) How does one deem when it is safe to render first-aid?
 - c) Discuss agency policy regarding handcuffing techniques when rendering aid to subjects who are severely injured or possibly deceased
 - d) Agency’s policy on rendering first-aid

J. Deployment Considerations for Rifle/Tactical Shotgun

- (1) Suspect is wearing or possibly wearing body armor**
- (2) Covering the approach of officers to a structure or location where the suspect has high ground, position of advantage, fortified position**
- (3) Suspect is armed with a weapon superior to what officers have immediately available**
- (4) An incident where the ranges involved are in excess of the 15-25 yard effective range of the typical patrol equipment**
- (5) MACTAC**

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- (b) Other Tactical Considerations / Appropriate Weapon system**
- (1) Building searches with no extenuating circumstances where a shotgun or handgun would be a more practical option**
 - (2) Felony Vehicle stops with no extenuating circumstances where a shotgun or handgun would be a more practical option**
 - (3) Are there enough Rifles already deployed at the incident where there is a single threat or suspect**
 - (4) An incident where the ranges involved are within the 15-25 yard effective range of the typical patrol equipment**

K. Use of Less-lethal Force Clarification

Force Options **(117e)**

(PSP I i)

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

- 1) Oleoresin Capsicum (OC)⁸
- 2) Electronic Control Device (TASER)⁹
- 3) Beanbag Shotgun¹⁰
- 4) 40mm Less Lethal Launcher¹¹
- 5) Baton¹²

Note: Use of Less-Lethal Force – Clarification¹³

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

⁸ Use of Force-Tactics Directive, Oleoresin Capsicum

⁹ Use of Force-Tactics Directive, Electronic Control Device

¹⁰ Use of Force-Tactics Directive, Beanbag Shotgun

¹¹ Use of Force-Tactics Directive, 40mm Less Lethal Launcher

¹² Use of Force-Tactics Directive, Baton

¹³ LAPD Office of Administration Services Use of Less-Lethal Force

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L. Moral/Ethical Dilemmas (117f)

Expected Responses:

- 1) Shoot or no shoot situation
- 2) Youthful offenders
- 3) Consequences of not using lethal force
- 4) Public perception
- 5) Police/peer perception
- 6) Family's perception
- 7) "Suicide by Cop"
- 8) Subject uses the officer as an instrument of the suicide
- 9) Mental illness is not a criminal offense
- 10) Consequences of using lethal force on someone who is hurting themselves
- 11) What identifies an ethical dilemma
 - (a) Right vs. Right?
 - (b) Driven by Values and Principles
 - (c) Complexity of issues
 - (d) Realities and pressures
- 12) More than one right option
 - (a) 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.

XV. LIVE FIRE POSITIONAL SHOOTING (Range)

(PSP I e,f,g,h,i,j) (300Min)

- A. Work on all positions and distances
- B. Don't rush the students, this is a good time to allow them to coach one another and to learn the nuance of each position
- C. Skip loading can be worked in
- D. Explain the qualification cycles for Patrol Rifle
- E. Discuss the difference between qualification and training
 1. Training is the learning of new skills or reinforcement of existing skills.
 2. Qualification is simply a diagnostic event that provides documentable proof, to the Department, that the qualifying Officer meets minimum Department standards
- F. **LEARNING ACTIVITY**
 1. Shoot an LAPD Patrol Rifle course
 2. Participate in tactical drills
 3. Coordinate/Run both

Day 4

XVI. INSTRUCTIONAL PRESENTATIONS (Classroom)

(90 Min)

- A. Each student will conduct a presentation based on the topic that was assigned the first day of the course

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- B. Props, multi-media presentations, and other teaching aids may be used. Set up time needs to be kept to minimum
- C. Hand-outs are acceptable
- D. After each presentation, the floor will be opened for five minutes for instructor and peer comments
- E. While subjective, if the Primary Instructor feels that the presentation was not acceptable, they may reassign a topic and require the student to submit another presentation prior to being given a passing grade in the course

XVII. TACTICAL/PRACTICAL SHOOTING DRILLS (RANGE) (210 Min) (PSP I h,i,j)

- A. Students will partner up and design tactical and practical shooting drills
 1. Drills may utilize multiple positions and distances
 2. Drills may utilize transitions to alternate weapons
 3. Drills may utilize steel targets, paper targets or both
 4. Drills should utilize tactical equipment including armor and helmets

Note: These tactical drills have been designed to eliminate a large volume of fire, or fire superiority or over match, and reemphasize precision, fire discipline, target discernment, supervisory control, not to over deploy rifles on a single threat.

Tactical drill considerations: Drills should be based on real world incidents, emphasizing precision, fire discipline, de-escalation, alternative weapon systems, command and control, and the PATROL acronym

XVIII. DEBRIEF (classroom) (210 Min)

- A. Final comments
 1. Instructor feedback
 2. Student feedback
- B. Class awards
 1. High shooter
 2. Best presentation
- C. Course questionnaires
- D. Certificate presentation
- E. 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
- F. While on duty, the patrol rifle shall be stored in a "patrol ready" configuration. Patrol ready is defined as hammer cocked with selector switch placed on **safe**. Bolt forward and dust cover closed. A loaded magazine shall be inserted into the magazine well of the rifle. The chamber shall be **empty**. This applies to rifles stored in soft or hard cases in the trunk or cargo area of a Department vehicle, or a locking rack in the passenger compartment of a Department vehicle. It is incumbent that officers do not become complacent, know the condition of their rifles at all times and follow the four basic firearms safety rules. **Do not store or rack the patrol rifle with a round chambered and/or with the safety disengaged.**
- G. **Personnel who are not Department Certified are prohibited from handling the Tactical Shotgun and Patrol Rifle.**

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- H. As the policy evolves concerning the deployment and usage of this capability, ensure that they remain current on all aspects to include manipulations, marksmanship, tactics, command and control, technology and capabilities

XIX. SECURE RANGE AND EQUIPMENT, POST CRITIQUES, GRADUATION (30 Min)