

Weapons Training Unit Material

- **Weapons Training**

- **Red Dot Pistol Transition**

COURSE GOAL:

This course will provide students with the information and hands-on experience needed to effectively use a handgun equipped with a pistol mounted optic (PMO). This course will train personnel in the nomenclature, function, and use of PMOs.

Modern pistol optics provided law enforcement with several distinct advantages benefitting deputies and the public compared to traditional iron sights. Pistol mounted optics allow for a continual threat focus which facilitates better threat identification and management. The precise dot reticle facilitates better accuracy, eliminates many issues in sight alignment, and can provide a significant improvement in low light accuracy and speed. As aging individuals begin to have difficulty focusing on iron sights, an optic can provide a way to maintain effectiveness and accuracy.

The course will provide the student with the minimum topics of tactical firearms and lethal force required in the POST perishable skills program (PSP).

TACTICAL FIREARMS:

Minimum Topics/Exercises:

- a. Basic tactical
- b. Student evaluation & testing
- c. Safety guidelines/orientation
- d. Sight alignment, trigger control, accuracy
- e. Target recognition and analysis
- f. Weapons clearing
- g. Live fire tactical
- h. Policy/Legal issues

- i. Use of force considerations (options)
- j. Moral obligations
- k. Judgment and decision making
- l. Live fire application

COURSE OBJECTIVES:

The student will:

- A. Demonstrate knowledge of the Department Use of Force/Firearms Policy.

- B. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise and course of fire to include:
 - 1. Judgment and decision making
 - 2. Weapons safety
 - 3. Basic presentation technique
 - 4. Fundamentals of shooting
 - 5. Lethal/Non-lethal threat identification
 - 6. Speed, accuracy, effectiveness under stress and movement conditions
 - 7. Shot placement: stopping power - multiple rounds

Minimum standards of performance shall be evaluated by an instructor observing the student during their performance of each technique, exercise and course of fire. If the student does not meet the minimum standards, *reasonable remedial training will be provided until the standard is met.*

EXPANDED COURSE OUTLINE

- I. **Classroom – Orientation**
 - a. Staff Introductions.
 - b. Conduct student introductions.
 - i. Name
 - ii. Unit of Assignment
 - iii. Gear used for Class
- II. **Classroom – Registration**
 - a. Complete course paperwork
 - i. POST Roster
 - ii. Department Rosters
- III. **Classroom – Firearms Safety**
 - a. Four Fundamental rules of firearms safety
 - b. Basic safety guidelines
 - c. Range Violations
- I. **Classroom – Medical Brief**
 - a. Emergency medical plan
 - b. Non-emergency medical plan
- V. **Classroom – Policy**
 - a. Legal/moral/ethical issues involving use of force
 - b. Federal Laws involving use of force
 - c. Review of Department Policy involving use of force
 - d. Review of Department Policy involving firearms policy
 - e. Review of Department Policy involving PMOs
- VI. **Classroom – Pistol mounted optics**
 - a. Equipment Setup
 - i. Backup iron sights
 - ii. Pistol mounted optics
 - a. Approved handguns
 - i. Department authorized handguns
 - ii. Factory-produced optic-compatible handguns
 - a. Approved optics
 - i. PMOs authorized by the department
 - ii. PMOs tested by the department

- a. PMO features
 - i. Power Controls
 - ii. Illumination Controls
 - iii. Battery Replacement
 - iv. Reticles
 - a. Minutes of Angle (MOA)
 - b. Various dot sizes (1 – 13 MOA)
 - v. Battery Life
 - a. Battery connections
 - i. Bottom mount beneath unit
 - ii. Top mounted/side mounted battery compartment
 - b. 2 years battery operation with typical use
 - c. Battery types (CR2032, CR1632M, or CR1225, etc)
- a. Mounting options-
 - i. Pre-manufactured optic capable pistols
 - ii. Non-authorized
 - 1. Dovetail mounts
 - 2. Frame mounts
- b. Iron Sights
 - i. Backup sights
 - ii. Useable sights
- a. Advantages/Disadvantages of PMOs
 - i. Enhanced accuracy, better for aged eyes, etc.
 - ii. PMO failure, occluded optic, etc.

I. Classroom – Support equipment

- a. Holsters-
 - i. Department-approved duty holsters
 - 1. Holster shall meet department policies for on-duty handgun holsters
 - 2. Holster finish shall match the gun belt
 - i. Concealed carry holsters
- 1. Holster shall meet department policies for off-duty and secondary handgun holsters
 - a. Lens cleaners
 - b. Batteries

II. Classroom – Parallax

- a. Parallax is detected in an optic when, as the viewing eye is moved laterally, the image and the reticle appear to move in relation to each other.
- b. Pistol red dots are only parallax free at one distance determined by manufacturer (50 yards)

- c. Offset of an object when viewed through a lens. A good analogy would be looking at the speedometer of a vehicle from the passenger seat.
- d. Conclusion- parallax deviation is minimal and will not affect acceptable accuracy out to reasonable distances

III. Dry fire

- a. Wall drill
- b. **Apply correct trigger manipulation and watch for movement of the dot**
- c. **Note: should be fairly quick review, long enough to reinforce proper technique**

IV. Range Live Fire - Parallax check

- a. Have students present gun to the target
- b. Advise them to bury the red dot into the lower left corner of the red dot window. With that orientation staying the same, have them fire 1-3 rounds on target. Repeat for upper left, lower right, and upper right. Repeat at various distances.

V. Range Live Fire - Zeroing

- a. **Place cardboard targets up with B8 bullseye targets**
- b. **Starting at 15 yds., offhand/benched, fire a 5 round group and evaluate. Make proper adjustments and repeat process until all students are hitting within 7 ring.**
- c. **Move to 25 yards and repeat until pistols are zeroed within black portion of B8.**

VI. Range Live Fire - Walk back drill holdover check

- a. For the entire drill, students are to aim at X-ring of B8 bullseye target.
- b. Evaluate targets after each yard line
- c. Various distances (3 - 25 yards)
- d. 5 shots fired at each distance

VII. Range Live Fire - Daily maintenance

- a. Tighten mounting screws
- b. Tighten battery compartment
- c. Clean viewport
- d. Co-Witness sights

VIII. Range Live Fire - Recoil management tracking the red dot

- a. Stance, extension of arms, grip
- b. Multiple round recoil management drills
- c. 7, 15, and 25 yards

IX. Range Live Fire - Two hand Draws

- a. Focus on initial acquisition and seeing the dot as soon as possible.
- b. Break down draw stroke
- c. Two full mag
- d. Draw and fire one round
- e. Draw and fire multiple rounds

X. Range Live Fire - Strong Hand Only Draw

- a. Multiple Positions
 - i. Support hand on chest
 - ii. Support hand by side
 - iii. Stepping into target

- a. Thumbs up/down

II. Range Live Fire - Support hand Only Draw

- a. Draws/manipulations (NO LIVE AMMUNITION)
- b. Reach across/pull duty belt
- c. Defeat retention device
- d. Re-grip

III. Range Live Fire - Chase the bullet, holdover drill

- a. Students pair up
- b. Load magazines to equal capacity
- c. Utilize brown portion of cardboard target
- d. Shooter one takes a shot anywhere on the target
- e. Shooter two attempts to hit first shooters bullet hole
- f. Shooter 2 gets up to three attempts to hit initial shot
- g. After it is hit or a failed third attempt takes place, shooter two puts up a clean bullet hole
- h. First shooter to slide lock is the loser

IV. Range Live Fire – Optic Failure

- a. When the dot fails, transition to backup iron sights
- b. When the dot is visible, but window is covered, use occluded eye aiming
 - i. Ghost image over non-dominant eye will give unobstructed target data while PMO data from the dominant eye is used to aim.
- c. When the dot fails, and window is obstructed
 - i. Edge of slide as a reference
 - ii. Thumbs as a reference
 - iii. Top of the window as a reference
 - iv. Light or laser (if mounted) as a reference

I. Range Live Fire - Malfunction Clearance & one handed reload

- a. **Failure to fire**
 - i. **Tap and rack**
 - ii. **Options for racking the slide**
 - 1. **Front of optic**
 - 2. **Over the top**
 - 3. **Slide serrations**
 - 4. **Sling shot**
- b. **Failure to Extract**
 - i. Rip, cycle, reload

- ii. **Lock, rip, rack, load**
- a. **Strong hand only reload**
 - i. **Drop the mag**
 - ii. **Reholster, slide locked to the rear**
 - iii. **Insert a fresh mag**
 - iv. **Draw pistol and release slide**
 - 1. Rack the slide using the front of the optic
 - 2. Use the slide release
- II. **Range Live Fire – Push Back Drill**
 - a. **Drill starts at 15 yard line, then goes to 20, 25, and beyond**
 - b. Reload magazines
- III. **Range Live Fire - Multiple target engagement**
 - a. Look first and drive the gun
 - b. Shoot to the body quickly, shoot to the head precisely
- IV. **Range Live Fire – Preliminary Qualification Course (PQC)**
 - a. Instructor demonstrates PQC to give students a complete understanding of the drills
 - b. Two man teams(1 timer, 1 shooter)
 - c. PQC with backup iron sights
- V. **Classroom – Day 2**
 - a. Q & A
- XXV. **Classroom – Firearms Safety**
 - a. Four Fundamental rules of firearms safety
 - b. Basic safety guidelines
 - c. Range Violations
- I. **Classroom – Medical Brief**
 - a. Emergency medical plan
 - b. Non-emergency medical plan
- I. **Classroom – Daily maintenance**
 - a. Tighten mounting screws
 - b. Tighten battery compartment
 - c. Clean viewport
 - d. Co-Witness sights
- II. **Range Live Fire – Warm Up**
 - a. Marksmanship
 - b. From a ready position
 - c. From the holster
 - d. One handed shooting

- e. Cadence/timing
- f. Multiple Targets
- g. Reloads

III. Range Live Fire – Various Distances

- a. Drill starts at 5 yard line, then goes to 10, 15, 20, and 25
- b. Students start at 5 yard line and fire 5 shots untimed, for skilled shooters 15 sec. par
- c. If all shots are within the black (or touching the line, bulls eye scoring used), student moves on to next yard line. If student has a miss, they are out
- d. Long Distances
 - i. 50 yards – 100 yards

IV. Range Live Fire – Shooting while moving

- a. Tracking the sights moving forward
- b. Starting at the 15 and moving to the 3 yard line
- c. Progressive drills as confidence and skill builds
- d. Start with 1 shot and progress to multiple shots
- e. Quick setting up to shots
 - i. MEU (SOC) CQB Pistol Course
 - ii. Half-Moon Drill
 - iii. Move, stop, and shoot
 - iv. Mad Half-Minute Drill
 - v. Marksmanship Evaluation Course

V. Range Live Fire – Judgment/Decision Making

- a. Multiple Distances
 - i. 3yds – 15 yds
 - ii. Varying target locations
 - 1. No-Shoot Targets mixed with Lethal-Threat Targets
 - 2. Lethal Threat targets demand shots fired
 - 3. No-Shoot targets demand verbal commands
 - 4. No-Shoot targets demand change of trigger finger placement
 - iii. Varying target order
 - 1. Targets shot from left to right
 - 2. Targets shot from right to left

VI. Range Live Fire – Tactical/Situational Training

- a. Review and practice tactical searching/cover/concealment techniques
- b. Live fire tactical situations
- c. Target discrimination with Lethal Threat/No-Shoot targets

VII. Range Live Fire – Preliminary Qualification Course

- a. LASD PMO Enhanced 20 round Course of Fire
- b. LASD PMO Enhanced 20 round Course of Fire (Iron Sights Only)

c. LASD 24rd Perishable Skills Program Qualification (PMO)

VIII. **Classroom** – Course Debrief

a. Teaching Takeaway Points

• **Force Options Simulator**

Statement of Purpose:

The purpose of this training is to meet the Perishable Skills Program, firearms requirement as mandated by California Code of Regulations 1005. Participants will review and understand relevant case law decisions and current laws regarding the use of force. Participants will be presented with a variety of scenarios that may require the implementation of a force option. The use of de-escalation and verbal tactics are emphasized with the goal of voluntary compliance by the suspect.

The skills emphasized will include: when to use force, the appropriate force option to employ, de-escalation, the actual use of the chosen force option and the justification.

Learning Objectives:

- Students will demonstrate when a force option is appropriate based on the scenario
- Students will demonstrate the ability to request additional resources as dictated by the scenario
- Students will understand relevant case law as it relates to the use of force
- Students will demonstrate improved verbal skills emphasizing de-escalation

Course Title: Force Options Simulator – 4 hour

I. Introduction / Registration (**10 minutes**)

A. Administrative Duties

1. Course Roster
2. Course objectives

B. Course Overview

1. Introduction
 - a. Instructors
 - i. All instructors must be P.O.S.T. certified FOSI
 - ii. One instructor and one safety officer at all times
 - b. Location Orientation

- i. Restroom location
- ii. Break room/refreshment overview
- 2. Course requirements
 - a. Safety Policies and Procedures
 - b. Equipment needs

II. Firearms Safety and Course Safety Procedures **PSP Requirement (c) (10 minutes)**

A. Four Cardinal Rules of Firearms Safety

- 1. Treat all firearms as if they are loaded.
- 2. Always keep your firearm pointed in the safest possible direction.
- 3. Keep your finger outside the trigger guard until you are on target and ready to fire.
- 4. be sure of your target and what is beyond it prior to firing.

B. Simulator Safety Procedures

- 1. No live weapons are allowed in the simulator room. This includes:
 - a. Firearms or ammunition
 - b. Knives
 - c. Spray
 - d. TASERs
- 2. Movement within the simulation area
 - a. Proximity to walls and objects
 - b. Proximity to the screen

C. Simulator Operation Demonstration

- 1. Realism of training
 - a. Interact with the screen just like a real person
 - b. Only get out what you put in
- 2. Equipment Operation
 - a. Operate equipment like you would in the field
 - b. Radio traffic should be as real as possible

III. Laws regarding the Police Use of Force **PSP Requirement (h) (j) (45 minutes)**

A. Federal

- 1. Title 18, USC Section 242 (criminal statute)
- 2. Title 42, USC Section 1983 (civil statute)

B. California Penal Code

- 1. PC 196 – Justifiable Homicide by a Public Officer
- 2. PC 197 – Justifiable Homicide by any Person
- 3. PC 198 – Justifiable Homicide / Sufficiency of Fear
- 4. PC 198.5 – Protection of the home
- 5. PC 835 & 835a – Method of arrest and amount of restraint
- 6. SB 230
- 7. AB 392

C. Case law

1. Tennessee v. Garner
2. Graham v. Connor
3. L.B.P.O.A. v. Long Beach
4. Peterson v. Long Beach
5. Forrester v. City of San Diego
6. Downs v. U.S.
7. Scott v. Henrich
8. Reed v. Hoy

D. Liability Issues

1. Case Law
2. Civil Law
3. Departmental Policies
4. Training Records
5. Skill level of Officer

E. Liability Prevention / Needs Assessments

1. Agency legal update needs
2. Agency skills in tactics and force options training

F. Skills Assessment **PSP Requirements (a) (b) (c) (d) (e)**

1. Time
2. Familiarity with equipment
3. Accuracy
4. Safety
5. Multiple target skills
6. Motor skills

G. Needs Assessments **PSP Requirement (h)**

1. Agency legal update needs
2. Agency skills in tactics and force options needs
3. Agency equipment assessments
4. Maintenance needs

IV. Use of Force Considerations **PSP Requirement (i) (15 minutes)**

A. Force Options

1. Uniform Presence
2. Verbal Commands
3. Control Holds / Hands
4. Chemical Agents

5. Impact Weapons
6. Electronic Weapons
7. Less Lethal Weapons systems
8. Carotid Restraint
9. Lethal Force

B. Pre-Assaultive Behavior

1. Constantly reassess the suspect for signs of pending aggression.
2. Verbalizations
3. Body Language
4. Overly compliant

C. Officer's response to "Pre-Assaultive Behaviors"

1. Gain Distance
2. Deploy a reasonable force option in preparation to the suspect's most likely attack.
3. Communicate with suspect

V. Weapons / Tactics Fundamentals **(25 minutes)**

A. Equipment Selection **PSP Requirement (c)**

1. Handgun
 - a. Department policy is main dictating factor
 2. Safety Equipment
 3. Needs assessment
 4. Configuration of equipment on duty belt
 - a. Which side of the body (or center)
 - b. Policy mandates

B. Firearms Unloading **PSP Requirement (f)**

1. Proper methods for safely unloading handgun
2. Weapon type
3. Range safety protocol
4. Three step weapons check

C. Stoppages (Interruptions in the cycle of operation)

1. In-battery stoppages
2. Out of battery stoppages
3. Double feed

D. Marksmanship Fundamentals **PSP Requirement (d)**

1. Stance
2. Grip
3. Breathing
4. Trigger control
5. Sight Alignment

6. Sight Picture
7. Follow through
8. Non-dominant hand procedures
9. Accuracy standards

E. Assessments **PSP Requirements (a) (b) (d) (e) (g)**

1. Speed of acquiring target
2. Speed of threat assessment
3. Speed of engagement
4. Accuracy under set time limit
5. Performance under semi-stressful conditions
6. Ability to transition between force options
7. Proper use of O.C. spray
8. De-brief after each scenario

F. Multiple Targets **PSP Requirements (a) (b) (e)**

1. Speed of threat assessment
2. Speed of target transitions
3. Speed of engagement
4. Performance under semi-stressful conditions
5. Ability to assess threat level of each target
6. Pausing on each target

G. Officer Tactics **PSP Requirements (a) (b) (e) (i)**

1. Officer Safety
 - a. Field of fire
 - b. Area of responsibility
 - c. Covering partner during reloading and weapon clearing
 - d. Back stop issues
2. Communication
 - a. Verbal challenges
 - b. Proper circumstances
 - c. Ability to recall circumstances
 - d. Ability to explain choice of force option employed
3. Movement
 - a. Officer safety
 - b. Fields of fire
 - c. Area of responsibility
4. Use of cover / concealment
 - a. Difference between cover and concealment
 - b. Demonstrate proper use of cover
 - c. Commanding corners
 - d. Slicing the pie

VI. Possible Scenarios Presented **PSP Requirement (a) (120 minutes)**

- A. Practical Application Simulator Scenarios

1. Home Bedroom Rape
2. LL Abandoned Warehouse
3. LL Barricade Suspect OC-PB-T
4. LL Barricade Suspect PB-BB
5. LL Business Dispute PB-BB-OC-T
6. LL Female with Knife OC-T-PB
7. LL Female with Knife PB-BB
8. LL Mentally Disturbed Person PB-OC-T
9. LL Parking Lot Accident PB-OC-T
10. LL Terminated Employee PB-BB-OC
11. Night Parking Lot
12. Assault with Deadly Weapon - Motorcycle
13. Assault with Deadly Weapon - Passenger
14. Assault with Deadly Weapon – Solo
15. Assault with Deadly Weapon – Vehicle
16. ATM Robbery
17. Beating of Pedestrian on Highway
18. Driving under Influence – Biker
19. Basic Traffic Stop
20. Building Entry #1
21. Domestic Violence – Officer Down
22. Solo Vehicle Accident
23. Subject in Roadway
24. Traffic Stop
25. Shotgun shooter
26. Three suspects walking
27. Man in Field
28. School Suicide

VII. Testing Procedures **(10 minutes)**

A. Demonstrative

1. Performance in scenarios
2. Articulation of events in scenario
 - a. What did you see?
 - b. What did you do?
 - c. Why did you do it?

VIII. Course Evaluations **(5 minutes)**

A. Written Evaluations

1. Individual course / instructor evaluation / POST Evaluation
2. Questions/Comments/Discussion

B. Performance Evaluations

1. Individual verbal evaluations during scenario debriefing

2. Questions/Comments/D

• Learning Domain Firearms

Effective date of outline: **October 15, 2019**

I. LEARNING NEED

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

- A. State the four fundamental rules of firearms safety.
 - 1. Treat all firearms as if they are loaded
 - 2. Do not muzzle anything you are not willing to destroy
 - 3. Keep your finger off the trigger, and on the frame, until you have made the decision to shoot
 - 4. Always be aware of your target, backstop, and what is beyond

- B. Explain basic safety guidelines to be followed at a firing range
 - 1. Entering the firing range
 - 2. On the firing line
 - 3. When weapons are unholstered

- C. Describe the safety precautions for proper storage of firearms
 - 1. If a child gains access to a firearms and causes injury or death with it, the owner of that firearm may face criminal charges for negligence
 - 2. Legally store all firearms in accordance with 25100(a)(1) PC
 - 3. Take all precautions against theft by storing firearms in a secure location and in a locked container or locking device if secure container not available

II. LEARNING NEED

Peace officers must know the workings, the capabilities, and limitations of firearms in order to operate them safely and effectively.

LEARNING OBJECTIVES

- A. Describe the basic information about a semiautomatic pistol and magazine, including:
 - 1. Primary components and their functions
 - 2. Steps for loading/unloading
 - 3. Steps for rendering the semiautomatic pistol safe

- B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger.
 - 1. Ignition of the primer and firing of the round
 - 2. Unsealing the breech end of the chamber and unlocking the barrel
 - 3. Extracting the spent casing from the chamber
 - 4. Ejecting the spent casing out through the ejection port
 - 5. Returning the firing mechanism to the cocked position ready to fire another round
 - 6. Feed another round into the slide
 - 7. Chambering a round
 - 8. Sealing the round in the breech end of the chamber and locking the barrel

- C. Describe the basic information about a revolver, including:
 - 1. Primary components and their functions
 - 2. Steps for loading/unloading
 - 3. Steps for rendering the revolver safe

III. LEARNING NEED

Peace officers must know the capabilities and limitations of the ammunition they use in their firearms to operate them safely and effectively.

LEARNING OBJECTIVES

- A. State the guidelines for the safe handling of ammunition
1. Treat every round as though it were fully charged and capable of discharging
 2. Use only the type and caliber of ammunition specifically recommended by the firearm's manufacturer
 3. Never fire at a threat you do not intend to hit
 4. Avoid dropping live rounds or hitting them with any object
 5. Learn the sound and feel of a good firing, and know what to do when a round misfires
6. All ammunition should be replaced on a regular basis
7. Never use ammunition where the pressure levels exceed industry standards for firearm used
- B. Describe the primary components of firearm cartridges
1. Primer
 2. Powder charge
 3. Bullet
 4. Cartridge case
 5. Blank shell
- C. Explain the chain of events that takes place when a projectile is discharged from a cartridge.
1. Primer detonated
 2. Powder ignited
 3. Bullet expelled

IV. LEARNING NEED

Peace officers must know how to properly inspect, clean, and care for their firearms to ensure that they function safely and effectively.

LEARNING OBJECTIVES

- A. Describe the components that may prevent problems and that should be examined during a routine safety inspection.
 - 1. Barrel
 - 2. Frame
 - 3. Sights
 - 4. Cylinder
 - 5. Cylinder release
 - 6. Firing pin
 - 7. Grip
 - 8. Magazine
 - 9. Slide
 - 10. Extractor
 - 11. Ejector
 - 12. Magazine Release

- B. Describe the materials, equipment, and environment needed to properly clean firearms.
 - 1. Cleaning materials
 - 2. Cleaning equipment

- C. Apply routine procedures for cleaning firearms.
 - 1. Unload and rendering firearm safe

2. Disassemble
3. Cleaning
4. Inspect
5. Lubricate
6. Reassemble
6. Function check

V. LEARNING NEED

Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises.

LEARNING OBJECTIVES

- A. Apply the proper steps for drawing and holstering.
- B. Demonstrate the following elements to accurately shoot a firearm:
 1. Grip
 2. Stance
 3. Breathing
 4. Sight picture
 5. Sight Alignment
 6. Trigger control
 7. Follow-through
- C. Describe the types of malfunctions and demonstrate clearing methods for:
 1. Semiautomatic pistols
 2. Revolvers

VII. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

- An opportunity to review their test results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be retested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing, for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

FIREARMS SAFETY

All firearms exercise testing must be conducted under written academy/presenter safety procedures and or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during firearms training and testing.

I. An **exercise test** developed by POST that specifically prescribes the PC 832/Module III course of fire, which requires the student to demonstrate basic handgun shooting principles under daylight conditions.

Using a presenter approved handgun, the student must:

- Fire 36 rounds of service ammunition and
- Achieve a minimum score of 29 hits in the 7-ring on a
- B-27 single target

The P.C. 832 Handgun Course of Fire:

- 12 rounds must be fired from a distance of 3 yards in 30 seconds
- 12 rounds must be fired from a distance of 7 yards in 30 seconds

- 12 rounds must be fired from a distance of 15 yards in 45 seconds

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and successfully clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Accuracy

Presenters must use the POST-developed PC832/Module III Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

VIII. REQUIRED LEARNING ACTIVITIES

C. Each student will participate in a learning activity designed to reinforce the ability to manipulate their assigned firearm.

If the firearm is a semiautomatic pistol, the learning activity shall minimally include the following techniques to safely and effectively manipulate the semiautomatic pistol in both the left and right hand:

- qdmcdr. the weapon safe
- fxshrxw. slide
 - ax. slide open
- pzbk. slide
- fxshrxw. weapon
- fxshrxw. weapon
 - ax. Weapon
- tmkmzd. weapon from the holster
- bkcyr. any malfunctions
 - a. battery reload
- ntt. of battery speed reload

If the firearm is a revolver, the learning activity shall minimally include the following techniques to safely and effectively manipulate the revolver in both the left and right hand:

1. Render the weapon safe
2. Open cylinder
3. Close cylinder
4. Holster weapon

5. Unholster weapon
6. Load/reload revolver with authorized loading device
7. Clear any malfunctions

sge. student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. activity shall minimally include techniques to:

vi. inspect the weapon

2147483647. clean the weapon

dmtqe. the weapon is maintained according to the manufacturer's specifications

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on firearms.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>24</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>24</u>

• Firearms PSP

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

POST PERISHABLE SKILLS PROGRAM (PSP)

FIREARMS (PSP) - 1820-29501

COURSE GOAL:

The course will provide the student with the minimum topics of tactical firearms and lethal force required in the POST perishable skills program (PSP). The student will develop the necessary firearms tactical knowledge

and skills to survive and win a realistic force encounter.

This course consists of hands on / practical skills firearms training for in-service deputies.

The training will be presented in an 8 hour format.

TACTICAL FIREARMS:

Minimum Topics / Exercises:

- a. Basic tactical
- b. Student evaluation / testing
- c. Safety guidelines / orientation
- d. Sight alignment, trigger control, accuracy
- e. Target recognition and analysis
- f. Weapons clearing
- g. Live fire tactical
- h. Policy and / or legal issues
- i. Use of force considerations (options)
- j. Moral obligations

COURSE OBJECTIVES:

The student will:

- A. Demonstrate knowledge of the Department Use of Force / Firearms Policy.

B. Demonstrate a minimum standard of tactical handgun and shotgun proficiency with every technique, exercise and course of fire to include:

1. Judgement and decision making
2. Weapons safety
3. Basic presentation technique
4. Fundamentals of shooting
5. Target / non-target identification
6. Speed, accuracy, effectiveness under stress and movement conditions
7. Shot placement: stopping power - multiple rounds

Minimum standards of performance shall be tested by an instructor observing the student during their performance of each technique, exercise and course of fire. If the student does not meet the minimum standards, reasonable remedial training will be provided until the standard is met.

EXPANDED COURSE OUTLINE

I. Introduction/Orientation

(c)

A. Introduction, registration and orientation.

B. Course objectives, overview of the training, evaluation and testing.

C. Issuance of safety equipment (if needed by the student) and Remington 870 shotguns.

II. Lethal Force Overview ****These topics are reviewed on the firing line at individual ranges**

and are continuously reinforced throughout the training (h,i,j)**

- A. Legal/moral/ethical issues involving use of force/lethal force.
- B. Civil implications of using force/lethal force.
- C. Review of Department Policy regarding use of force/lethal force.
- D. Review of Department firearms policy.
- E. Use of force within the spectrum of force options.

LEARNING NEED - FIREARMS SAFETY

Peace officer must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

III. Firearms Safety

A. State the four
fundamental rules of firearms
safety (c)

1. Treat all firearms as if they are loaded
2. Never point the muzzle at anything you are not willing to shoot.
3. Keep your finger off the trigger until you have made the decision to shoot.
4. Be sure of your target, backstop and what is beyond.

B. Explain basic safety guidelines to be followed at a firing range

1. Keep your gun in the holster until you are told otherwise.
2. If you do not understand the directions or course of fire, keep your gun pointed downrange and raise your non-gun hand. Do not turn around or step off the line.
3. Always maintain safe control of your gun. Do not leave firearms unattended.
4. Eye and ear protection must be worn.
5. Follow all range rules.
6. Follow instructor commands.
7. Maintain strict weapon discipline and muzzle control.

LEARNING NEED - CERTIFICATION ON THE REMINGTON 870 SHOTGUN

Department personnel shall be trained in the nomenclature, function and use of the Remington 870 shotgun. This training will allow personnel currently trained on the Ithaca Model 37/87 to deploy and use the Remington 870. The live fire exercises for the shotgun are designed to include all basic fundamentals regarding the use of the duty shotgun. These drills include rapid decision making, shoot/no shoot decisions, multiple targets, positional shooting and use of cover. The student will be evaluated and/or tested on the skills reviewed and practiced during these courses of fire. At the conclusion of the shotgun training, the student will be able to demonstrate how to safely handle, inspect, load and un-load the Remington 870 shotgun. Additionally, they will be able to demonstrate the fundamentals needed for accurate and effective fire.

LEARNING OBJECTIVES

IV. Remington 870 Shotgun certification

A. Exterior nomenclature

1. Stock
2. Receiver
3. Trigger guard and trigger
4. Slide assembly and flashlight
5. Barrel and sights
6. Magazine tube

B. Basic interior nomenclature

1. Bolt
2. Firing pin and firing pin channel
3. Spoon (carrier)

C. Pre-shift inspection.

1. BEEFFSS - barrel, ejector, extractor, firing pin, flashlight, safety, slide, stock, side saddle (shell carrier)

D. Basic functions

1. Loading
2. Un-loading

(f)

3. Chambering
4. Clearing the chamber
5. Chamber checks

6. Firing
7. Re-loading

E. Live
exercise
(a,b,d)

1. Strong side shooting position
2. Support side shooting position
3. Kneeling position
4. Use of cover
5. Transition from shotgun to handgun

LEARNING NEED - TACTICAL
HANDGUN TRAINING

Department personnel shall review and practice tactical/combat handgun techniques. These exercises are designed to include all basic fundamentals regarding the use of the student's duty handgun. These drills include rapid decision making, shoot/no shoot decisions, multiple targets, positional shooting, use of cover and movement to cover. The student will be evaluated and/or tested on the skills reviewed and practiced during these courses of fire. At the conclusion of the handgun tactical training, the student will be able to demonstrate basic handgun fundamentals, including the safe handling, loading and clearing of their duty handgun. Additionally, they will be able to demonstrate the fundamentals needed for accurate and effective fire.

LEARNING OBJECTIVES

V. Tactical Handgun Training

A. Shooting fundamentals
(live fire) (a,
b, d, e, f, i)

1. Drawing and presenting from the holster
2. Sight alignment, trigger control and accuracy
3. Target recognition and analysis
4. Weapons manipulation (administrative loading and unloading or clearing)

B. Positional shooting **(live fire)** (a, b, d, e, i)

1. Two hand point shoulder shooting
2. One hand point shoulder shooting
3. Close Contact Position shooting
4. Shooting from positions of cover
5. Shooting while moving to cover

B. Loading and re-loading
(live fire) (a,
b, d, e,)

1. Administrative loading
2. Speed re-loading
3. Tactical re-loading

D. Malfunction clearance

(live fire)
b, d, e)

(a,

1. Phase I malfunction clearing
2. Phase II malfunction clearing

LEARNING NEED - SCENARIO BASED TACTICAL/SITUATIONAL TRAINING

Department personnel will participate in three scenario based training exercises, each of which employs the use of the handgun and/or the shotgun. Two of the scenarios involve dynamic movement with a partner.

LEARNING OBJECTIVES

VI. Scenario based tactical/situational training

A. **Radio Car Drill (live fire)**

(a, b, d, e)

1. Shooting from a seated position in a radio car
2. Shooting using the radio car as cover
3. Tactical movement away from a radio car, using covering fire

The Radio Car Drill exposes the student to safely drawing, holstering, firing and tactically retreating from a

radio car. At the conclusion of the drill the student will be able to demonstrate how to safely draw their handgun, holster their handgun, fire from a seated position from within the radio car and exit their radio car for more effective positions of cover. The students will participate in the drill as both the driver and the passenger multiple times. Additionally, this exercise necessitates the use of handheld or weapons mounted lights.

B. Room Entry and Clearing Drill (live fire)

(a, b, d, e)

1. Review and practice room entry and clearing techniques
2. Live fire entry and clearing with a handgun
3. Live fire entry and clearing with a shotgun

The Room Entry and Clearing drill exposes the student to techniques and positions commonly used in the entry and clearing of residences, businesses and other structures. All students will be shown how to properly and safely make entry into and maneuver through a location using both a handgun and shotgun. At the conclusion of the exercise the student will be able to demonstrate how to properly and safely make entry and maneuver through a structure using both a handgun and shotgun. Additionally, this exercise incorporates the use of shoot and no shoot targets and necessitates the use of handheld or weapons mounted lights.

C. Shotgun Drill (live fire)

(a, b, d, e, h)

1. Review Department rifled slug deployment policy
2. Live fire with slugs, including select slug drill
3. Introduction to bound and cover movement with a partner
4. Two person, live fire tactical course

The Shotgun Drill includes a review of the Department's use of a rifled slug round policy, exposure/ practice of a select slug drill. It culminates with a two person, live fire tactics course using the shotgun and handgun. The

course requires selection of slugs for rapid deployment and target identification. The student will also learn basic "bound and cover" principles as part of the shotgun/handgun tactics course. At the conclusion of the exercise, the student will be able to recite the Department's policy regarding the use of slugs and will demonstrate how to effectively select a slug for rapid deployment. Additionally, they will demonstrate the ability to communicate, move from cover positions and provide cover fire for one or more deputies during a tactical advance. This course of fire necessitates the use of handheld or weapons mounted lights.

VII. TESTING

A. Handgun test

(f,g)

1. 24 rounds. 70% minimum (240 points maximum/170 points minimum)
 2. Course of fire includes:
 - a. Close Contact Position (0 yard line)
 - b. Two hand point shoulder shooting (4, 7, 10 & 15 yard line)
 - c. Speed re-load and tactical re-load
 - d. Standing and kneeling positions

B. Shotgun test

(f, g)

1. 8 rounds. 70% minimum (must achieve 6 hits)
2. Course of fire includes:
 - a. Loading and un-loading
 - b. Chamber check
 - c. Clearing the chamber (a-c must be demonstrated properly)
 - d. Live fire strong side

- e. Live fire support side
- f. Live fire kneeling

VIII. ORIGINATION DATE

Effective date of outline: **01/01/2010**

IX. REVISION DATES

• **Firearms Instructor**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT
FIREARMS INSTRUCTOR PROGRAM (Course 21640)
EXPANDED COURSE OUTLINE (40 hours)

- I. Registration & Orientation (Classroom)
 - A. Student Sign In
 - 1. CA POST roster
 - 2. Participating Agency Roster
 - 3. Host Agency Personnel Roster
 - B. Orientation
 - 1. Instructor Introductions
 - 2. Student Introductions
 - 3. Review of range facilities
 - C. Safety Briefing
 - 1. Review 4 Firearms Safety Rules
 - 2. Review Range Safety Rules
 - 3. Review course specific safety policy
- II. Firearms Safety Instruction for Instructors (Classroom)
 - A. Discuss the four fundamental rules of firearms safety
 - 1. Treat all firearms as if they are loaded.

2. Do not point the muzzle at anything you are not willing to destroy.
 3. Keep your finger off the trigger, and on the frame, until you have made the decision to shoot.
 4. Be aware of your target, your backstop, and what is beyond.
- B. Discuss all range safety rules & course specific safety policy
1. Must wear approved safety glasses and hearing protection
 2. Keep handguns holstered until you are told to remove them
 3. If you have a question, problem, cannot hear, or do not understand the directions, stay on the firing line and raise your non-gun hand
 4. Do not recover any dropped item until it is safe to do so
 5. Follow all instructor commands
 6. No live ammunition in the classroom
- C. Discuss Firearms Safety violations resulting in removal from training
1. Any accidental discharge that leaves the range
 2. Any accidental discharge which impacts within ten feet of the firing line in any direction
 3. Pointing the muzzle of a loaded weapon at any student or instructor
 4. Any person who repeatedly violates safety rules after repeated attempts at correction by staff
- D. Discuss home safety measures
1. Gun safes and trigger locking devices
 2. Education of family members, especially children
 3. Criminal Storage of a Firearm 25100(a)(1)PC, 25105PC
- III. FBI Bullseye Qualification Course (Range)
- A. Warm-Up course of fire
1. Students were provided with course of fire and target, prior to attending.
 2. Students were required to pass a practice test proctored by their department range masters; those satisfactory scores were also forwarded to LASD prior to attending.
- B. Students are required to pass the FBI Bullseye Qualification Course 30 round course of fire with a minimum score of 240.
1. Stage I – Slow Fire 25-yard line, 4 minutes, 10 rounds
 2. Stage II – Timed Fire 15-yard line, 5 rounds in 15 seconds (2x)
 3. Stage III – Rapid Fire 15-yard line, 5 rounds in 10 seconds (2x)
 4. Courses of fire to be shot on 25 Yard Bullseye B8 target.
- C. Students are given 3
- D. attempts to pass FBI Bullseye Qualification Course
- IV. Fundamentals of marksmanship (Classroom & Range)
- A. Instructors will discuss the seven fundamentals of marksmanship (Classroom)
1. Stance
 2. Grip
 3. Sight picture
 4. Sight alignment

5. Trigger control
6. Breathing
7. Follow through

B. Instructors will explain and demonstrate techniques for teaching marksmanship (Range)

1. Trigger control drills
 - a. Demonstrate to the student good trigger finger placement.
 - b. Demonstrate to the student proper setting of the trigger.
2. Use of snap caps/dummy rounds
 - a. Load a magazine with live rounds and dummy rounds. When the students fires on the dummy rounds they should see if they moved the gun when pressing the trigger. They are able to diagnose a proper trigger press.
3. Trigger Overlay Drills
 - a. Place instructor finger over student finger to demonstrate proper firing in single action and setting the trigger.

V. Handgun Instruction (Range)

A. Instructors will explain and demonstrate how to properly draw and holster in 3 Steps

1. Index weapon and defeat retention straps/devices
2. Clear weapon from holster, rotate weapon toward target, acquire two hand grip at center-line of body, with weapon in peripheral vision
3. Present weapon to full extension

B. Holstering

1. Reverse three step presentation

C. Administrative loading and unloading procedures (handgun) (Range)

1. Instructors will discuss the concept of an Administrative Loading procedure
 - a. Builds consistency
 - b. Ensures handgun is in the proper condition (loaded or unloaded)
 - c. Contrasts to other loads (emergency, tactical, speed, etc.)
2. Instructors will explain and demonstrate procedures for loading a handgun
 - a. Point gun in safe direction
 - b. Insert magazine
 - c. Rack the action
 - d. Check the chamber of the handgun to ensure it is loaded
3. Instructors will explain and demonstrate procedures for unloading a handgun
 - a. Point gun in safe direction
 - b. Remove magazine
 - c. Lock open action
 - d. Eject live cartridge
 - e. Check the chamber of the handgun to ensure it is empty

D. Emergency, Tactical, & Speed reloads (Range)

1. Instructors will explain and demonstrate Emergency reloads
 - a. Press magazine release
 - b. Bring gun into position of exchange
 - c. Index new magazine
 - d. Insert into magazine well
 - e. Release the slide
2. Instructors will explain and demonstrate Tactical reloads
 - a. Scan for additional threats
 - b. Bring gun into position of exchange
 - c. Ensure gun is not malfunctioned or empty
 - d. Release and store the partial magazine
 - e. Index new magazine
 - f. Insert new magazine into magazine well
3. Instructors will explain and demonstrate Speed reloads
 - a. Index new magazine
 - b. Bring gun into position of exchange
 - c. Press magazine release to drop partial magazine
 - d. Insert magazine into magazine well

VI. Administrative loading and unloading procedures (rifle) (Range)

A. Instructors will explain and demonstrate procedures for loading a rifle

1. Patrol Ready
 - a. Ensure safety is engaged
 - b. Inspect
 - c. Send bolt forward on an empty chamber
 - d. Insert loaded magazine into rifle
 - e. Push/pull on the magazine making sure it is fully seated
 - f. Push the forward assist to ensure bolt it fully in battery
 - g. Check the chamber to ensure the chamber is empty
 - h. Close the ejection port cover

B. Instructors will explain and demonstrate procedures for unloading a rifle

1. Ensure safety is engaged
2. Push the magazine release
3. Remove loaded magazine
4. Lock the bolt to the rear
5. Check the chamber to ensure the chamber is empty

VII. Range commands and terminology

A. Utilize specific commands and phrases

1. Consistent phrases used by all instructors
 - a. "Draw" vs "Unholster" commands

b. "Threat" vs "Gun" commands

- B. Voice Inflection (when P.A. systems are not available)
 - 1. Commands loud enough for students to hear
 - 2. Commands loud enough for fellow instructors to hear
 - 3. Additional instructors can repeat commands

VIII. Firearms maintenance (handgun, shotgun, and rifle) (Classroom)

A. Instructor will discuss and demonstrate field stripping

B. Instructor will identify materials needed for cleaning

- 1. Cleaning rags and patches
- 2. Cleaning rods, patch holders, bore brushes
- 3. Cleaning brushes
- 4. Solvent and lubricant

C. Safety

- 1. Working area
 - a. Well ventilated
 - b. No live ammunition
- 2. Ensure firearms are unloaded

D. Use protective gloves and safety glasses

E. Conduct a function test of the firearm

- 1. Safety lever/selector
- 2. Double Action trigger
- 3. Single Action trigger
- 4. Sear/disconnect reset

IX. Lead safety (Classroom)

A. Reducing lead contamination

- 1. Preventative measures
- 2. Reducing exposure
- 3. Decontamination procedures
- 4. Annual testing for lead blood levels for instructors

X. Hearing protection (Classroom)

A. Use of approved hearing protection

- 1. Discuss approved hearing protection devices
- 2. Discuss various levels of protection

B. Annual hearing testing for instructors

XI. Range preparation and operation (Range)

A. Preparing range for training

- 1. Range inspection by instructors
- 2. Provide targets, ammunition and other training materials for students

3. Identify and correct any safety hazards
 - B. Safety briefing for students
 1. Review of basic safety and range policy
 - a. Ensure use of proper safety equipment by students and staff
 2. Injury protocols
 - a. First aid
 - b. Emergency response notifications
 - c. Notifications to department personnel
 - C. Lead instructor
 1. Has primary control of firing line
 2. Directs instruction
 3. Ensures lesson plan is followed
 - D. Assisting Instructors
 1. Act at direction of lead instructor
 2. Watch firing line and students for safety violations
- XII. Lesson plan development and preparation (Classroom)
- A. Identify subject to be taught
 - B. Determine the desired outcome
 - C. Prepare written plan
 1. Usually outline format
 - D. Seek input from peers and supervisors
 1. Live courses of fire
 - E. Identify drill(s) to be conducted
 - F. Determine the desired outcome
 - G. Consider
 1. Equipment needed
 2. Ammunition needed
 3. Number of instructors needed
 4. Set up time
 - H. Prepare written directions for courses of fire
 - A. Seek input from peers and supervisors
 - J. Use other instructors and test course of fire before implementing with students
- XIII. Use of Force Policy (Classroom)
- A. Department use of force policy (Classroom)
 1. LASD Personnel Refer to Department Manual of Policy and Procedures
 2. LASD Situational Use of Force Options chart
 3. Participating Agencies will be directed to refer to their agency policies
 4. Participating Agencies will be directed to refer to their force continuum

- B. Department use of firearms policy
 - 1. LASD Personnel Refer to Department Manual of Policy and Procedures
 - 2. Participating Agencies will be directed to refer to their agency policies
 - 3. Discuss the reverence for human life by law enforcement
- C. State and Federal case law
 - 1. Tennessee vs. Garner
 - 2. Graham vs. Connor

XIV. Firearms Training & Liability (Classroom)

- A. Instructor liability
 - 1. Be familiar with state and federal law regarding law enforcement training
 - a. 42 U.S.C. 1983/Failure to train lawsuits
 - 2. Use and follow approved lesson plans
 - 3. Only use approved shooting drills and techniques
 - 4. Ensure all class related documentation is retained
 - 5. Become fluent with department policies/guidelines
- B. Firearm Training Programs (Classroom discussion)
 - 1. Establish curriculum for courses
 - a. Department policies
 - b. State laws, federal laws, and case laws
 - 2. Availability of courses
- C. Certification of specific firearms (Classroom discussion)
 - 1. Pre-requisites
 - 2. Frequency of courses
- D. Recertification of specific firearms (Classroom discussion)
 - 1. Frequency of training
 - 2. Duration of certification
 - 3. Expiration
- E. Instructor integrity (Classroom discussion)
 - 1. Follow lesson plan
 - 2. Adhere to course hours
 - 3. Hold students to established standards
 - 4. Properly record student scores

XV. Adult Learning Concepts (Classroom)

- A. Discuss Bloom's Taxonomy with the students
 - 1. Consider what level of learning you want to provide
 - a. Beginning levels of simply Remembering/Applying
 - b. Higher levels of Evaluating/Creating
 - 2. Evaluate the material you are presenting

- a. Is there a need for this material?
- b. Is the material current?
- c. Is it up to industry standard?

B. Four modalities of learning

1. Visual learner
2. Auditory learner
3. Tactile learner
4. Kinesthetic learner

C. Have the ability to apply teaching techniques that appeal to all the different learning styles

1. Converger
 - a. Succeed best in activities requiring practical application of ideas
2. Diverger
 - a. Draw on imaginative aptitude and the ability to view complex situations from many perspectives
3. Assimilator
 - a. Excel in the creation of theoretical models and inductive reasoning.
4. Accommodator
 - a. Strength in doing things and getting fully involved in new experiences.

D. Ask open ended questions

XVI. Public Speaking & Presentations (Classroom)

A. Scheduled/structured curriculum

1. Present the necessary information
2. Stay within the scheduled time block
3. Engage entire student body
4. Avoid crutch words/phrases

B. Handling last minute unplanned changes to scheduled/structured curriculum

1. Adapt to changes in curriculum
2. Able to fill in for scheduled speaker
3. Adapting to new or unfamiliar topics
4. Adapt to changes in lecture duration

C. Engaging student body

1. Awareness of body positioning between presenter and audience
2. Engaging all types of students and learning modalities
3. Awareness of student body demographics and lecture content

XVII. Introduction to Lecture Presentations (Classroom)

- A. Each student will practice presentation techniques
- B. An impromptu assigned topic
- C. 5 minutes preparation

D. 2 minute presentation window

XVIII. Ballistics (Classroom)

A. Internal ballistics

1. Study of projectile behavior or motion within confines of a weapon

B. External ballistics

1. Study of projectile behavior or motion while in flight

C. Terminal ballistics

1. Study of projectile behavior after impact

D. Duty round ballistics

1. Handgun ammunition

- a. 9mm 147 grain jacketed hollow point
- b. .45 ACP 230 grain jacketed hollow point
- c. .38 spl 135 grain jacketed hollow point

2. Shotgun ammunition

- a. 9 pellet #00 buckshot
- b. One ounce rifled slug

3. Rifle ammunition

- a. .223 Rem 55 grain jacketed soft point

XIX. Tactical considerations (Range/no live fire)

A. Instructors will explain and discuss Combat shooting

1. Firing single shots, controlled pairs, and several round strings of fire

- a. Proper stance and grip

2. Malfunction clearance

a. Phase I Malfunctions

- i. Poorly seated magazines
- ii. Empty chamber
- iii. Bad Round
- iv. Failure to eject

b. Phase II Malfunction

- i. Failure to extract

B. Instructors will explain and discuss Movement

1. Movement to cover
2. Shooting while moving

C. Instructors will explain and discuss Use of firearms during entries and clearing of locations

1. Use of cover
2. Slicing the pie
3. Muzzle awareness and control

- D. Instructors will explain and discuss Conducting live fire exercises
 - 1. Any movement drills should be one-on-one
 - 2. Stay close to student for control
 - 3. Identify hazards
 - 4. Do not conduct live fire entry or team movement drills

XX. Shotgun Instruction (Range)

A. Administrative procedures (shotgun) (Range)

- 1. Discuss the concept of an Administrative Loading procedure
 - a. Builds consistency
 - b. Ensures shotgun is in the proper condition (loaded or unloaded)
 - c. Contrasts to other loads (reload, combat, etc.)
- 2. Explain and demonstrate common department policies for loading a shotgun
 - a. Patrol Ready configuration
 - i. Inspect
 - ii. Close action
 - iii. Insert four rounds of buckshot into magazine tube
 - iv. Ensure the safety is engaged.
 - v. Check the chamber to ensure the chamber is empty
- 3. Explain and demonstrate procedures for unloading a shotgun
 - i. Armory Safe configuration
 - ii. Ensure safety is engaged
 - iii. Unlock slide using slide release
 - iv. Pull action open halfway
 - v. Reset the first round back into the magazine tube
 - vi. Pull action open completely
 - vii. Remove remaining rounds via right side shell stop
 - viii. Remove remaining round from the shell carrier on the side of the receiver
 - ix. Check the chamber of the shotgun to ensure it is empty

B. Shotgun Loading

- 1. Loading from a shell carrier
 - a. Discuss the differences in placing the shells in the shell carrier
 - i. Brass facing down
 - ii. Brass facing up
- 2. Combat Reloads
 - a. Discuss the differences in placing the shells in the shell carrier
 - i. Loading the shell from over the top of the receiver
 - ii. Loading the shell from under the receiver

C. Ammunition considerations

1. Effectiveness of buck shot
2. Effectiveness of slugs
3. Use of target loads for training

XXI. Shotgun Test (Range)

A. Students are required to pass an 8 round shotgun course of fire with a minimum score of 6 hits.

1. Shotgun practice course of fire.
 - a. 15-yard line Shoot 2 rounds/load 2 rounds (3x)
2. Shots fired from the 15-yard line onto a Half IPSC BC-Zone Steel Target
3. Course of Fire
 - a. Load shotgun
 - b. Unload shotgun
 - c. Load shotgun
 - d. Chamber a round
 - e. Check the status of the chamber
 - f. Clear the chamber
 - g. Shoot 2 rounds/Load 2 rounds (3x)
 - h. Attempt to fire 3 rounds from a kneeling position, transition to handgun, and cover the target

XXII. Firearm Nomenclature & Cycle of Operation (Classroom)

A. Handguns

1. Nomenclature
 - a. Instructors will identify and discuss external nomenclature
 - i. Slide, frame, sights, trigger, etc.
 - b. Identify will identify and discuss internal nomenclature
 - i. Trigger bar, sear, disconnecter, etc.
2. Cycle of operation of a handgun
 - a. Instructors will identify and explain the cycle of operation
 - i. Feeding
 - ii. Chambering
 - iii. Locking
 - iv. Firing
 - v. Unlocking
 - vi. Extracting
 - vii. Ejecting
 - viii. Cocking

B. Shotguns

1. Nomenclature
 - a. Instructors will identify and discuss external nomenclature

- i. (Barrel, safety, slide, etc.)
 - b. Instructors will identify and discuss internal nomenclature
 - i. (Ejector, extractor, firing pin, etc.)
 - 2. Cycle of operation of a shotgun
 - a. Instructors will identify and explain the cycle of operation
 - i. Feeding
 - ii. Chambering
 - iii. Locking
 - iv. Firing
 - v. Unlocking
 - vi. Extracting
 - vii. Ejecting
 - viii. Cocking
- C. Rifles
- 1. Nomenclature
 - a. Instructors will identify and discuss external nomenclature
 - i. (Barrel, sights, trigger, etc.)
 - b. Instructors will identify and discuss internal nomenclature
 - i. (Sear, disconnecter, hammer, etc.)
 - 2. Cycle of operation of a rifle
 - a. Instructors will identify and explain the cycle of operation
 - i. Feeding
 - ii. Chambering
 - iii. Locking
 - iv. Firing
 - v. Unlocking
 - vi. Extracting
 - vii. Ejecting
 - viii. Cocking

XXIII. Off-Duty/Back-Up Firearms (Classroom Discussion/Range Live-Fire)

- A. Instructors will explain and discuss the need for Off-Duty/Back-Up firearm training
 - 1. Home agency mandates the beginning of training program
 - 2. Home agency mandates a review of current training program in response to current events
 - 3. Home agency mandates an update of current training program
 - 4. Few agencies have any exposure/training in their training program
- B. Instructors will explain and discuss the need for Off-Duty Guns
 - 1. Students will be referred to their agency policy
 - a. Approved manufacturers

- b. Approved models
- c. Approved gear
- d. Approved calibers
- e. Approved ammunition

C. Instructors will explain and discuss the need for Back-up Guns

1. Equipment Policies

- a. Students will be referred to their agency policy
- b. Approved manufacturers
- c. Approved models
- d. Approved gear
- e. Approved calibers
- f. Approved ammunition

D. Instructors will explain and discuss revolvers (Range)

- 1. Discuss Off-Duty carry vs back-up carry
- 2. Demonstrate safe handling
- 3. Demonstrate safely opening action
- 4. Live fire manipulations for familiarity
 - a. Stage I – Slow Fire 7-yard line, 15 rounds
 - b. Stage II – Timed Fire 7-yard line, 2 rounds in 5 seconds (repeat 5 times)
 - c. Stage III – Slow Fire 15-yard line, 15 rounds
 - d. Courses of fire to be shot on 25 Yard Bullseye B8 target.

XXIV. Use of Cover Concepts & Application (Range/no live fire)

A. Instructors will explain and discuss Cover vs Concealment

- 1. Cover is any object which can effectively stop or deflect a projectile
- 2. Concealment is anything that can hide an officer from observation

B. Instructors will explain and discuss Movement

- 1. Clearing portions of a threat area a.k.a. "Slicing the pie"
- 2. Kneeling
 - a. Shooting position may change when behind cover
 - b. Tactical Advantages of varied position
 - i. Right knee down
 - ii. Left knee down
 - iii. Both knees down

C. Instructors will explain and discuss Engaging targets in tactical order

- 1. Shooting targets as you see them

D. Instructors will explain and discuss Concepts of using cover

- 1. Don't present yourself, unless you can defend yourself
- 2. Keep your eye on the threat
- 3. Don't crowd your cover/Don't extend past your cover

4. If you lose sight of your threat...change your position

E. Instructors will explain and discuss Tactical Considerations of Cover

1. When should you break & leave cover?
2. Handgun/Shotgun/Rifle transitioning
3. Effectiveness of lights while using cover
4. Supported Shots
5. Line of sight vs line of bore (rifles)

XXV. Rifle Instruction (Range/No Live Fire)

A. Instructors will explain and discuss Range Considerations for Rifle Training

1. Distances
 - a. Close Quarter Battle distances
 - i. 0 – 25 yards
 - b. Long range distances
 - i. 25 – 200 yards
 - c. Proximity of training to residential areas
 - i. Compliance with noise ordinances

B. Instructors will explain and discuss Targets

1. Paper targets
2. Steel target considerations
 - a. Targets safety of use for CQB
 - b. Quality of steel targets used (hardness level, pitting, etc.)
 - c. Potential ricochets and backslash angles
3. Backstops
 - a. Impact area sizes must increase in relation to firearms effective distance
 - i. Handguns (0 – 25 yards)
 - ii. Shotguns (0 – 100 yards)
 - iii. Rifles (0 – 300 yards)

C. Instructors will explain and discuss Rifle Training Legal Mandates & Liability

1. Barrel Length
 - a. Rifle length
 - b. 33220(b) PC short barrel rifle/shotgun possession
 - i. Discuss common department Policies
2. Training
 - a. Curriculum for courses
 - i. Discuss common department Policies
 - ii. State laws PC 33220(b)
 1. Peace Officers
 2. Use within course and scope of duties

3. Availability of rifle courses
 - a. Frequency of course must meet the need to keep agency personnel compliant with their agency policy
4. Patrol Rifle Certification
 - a. Pre-requisites
 - b. Frequency of courses
5. Patrol Rifle Recertification
 - a. Frequency of training
 - b. Duration of certification
 - c. Expiration
6. Department Policy for approved rifles and accessories
 - a. Make/model of rifle
 - b. Private Purchase to carry
 - c. Zero distance
 - d. Ammunition
 - e. Magazines
 - f. Optics

XXVI. Rifle Test (Range)

A. Rifle practice courses of fire

1. Practice elements of the 26 round rifle qualification course of fire

- a. 50 yard line
 - i. Prone position, 2 rounds to the body in 5 seconds (x2)
 - ii. Supported Kneeling position, 2 rounds to the body in 5 seconds
 - iii. Supported Standing position, 2 rounds to the body in 5 seconds
- b. 25 yard line
 - i. Low Ready Position, 2 rounds to the body in 5 seconds (x2)
- c. 15 yard line
 - i. Low Ready Position, 2 rounds to the body in 3 seconds (x2)
- d. 7 yard line
 - i. Low Ready Position, Side Step Left, 2 rounds to the body in 2 seconds (x2)
- e. 7 yard line
 - i. Covering the target, 2 rounds to the body and 1 round to the head in 2 seconds (x2)
- f. Courses of fire to be shot on the LASD Rifle silhouette target

B. Students are required to pass a 26 round rifle qualification course of fire with a minimum score of 20 hits.

- a. 50 yard line
 - i. Prone position, 2 rounds to the body in 5 seconds (x2)

- ii. Supported Kneeling position, 2 rounds to the body in 5 seconds
- iii. Supported Standing position, 2 rounds to the body in 5 seconds
- b. 25 yard line
 - i. Low Ready Position, 2 rounds to the body in 5 seconds (x2)
- c. 15 yard line
 - i. Low Ready Position, 2 rounds to the body in 3 seconds (x2)
- d. 7 yard line
 - i. Low Ready Position, Side Step Left, 2 rounds to the body in 2 seconds (x2)
- e. 7 yard line
 - i. Covering the target, 2 rounds to the body and 1 round to the head in 2 seconds (x2)
- f. Courses of fire to be shot on the LASD Rifle silhouette target

XXVII. Low-Light Firearms Training (Classroom & Range)

A. The instructor will discuss Low-Light Firearms Training (Classroom)

- 1. Officers killed in the line of duty
 - a. Majority of officers killed during low-light hours
 - b. Majority of fatal incidents occurring during low-light
 - c. 20% of fatalities during day occurred in low-light conditions
- 2. Concepts of Low-Light Firearms Training
 - a. Obtain/Maintain a position of advantage
 - b. Maximize situational awareness
 - c. Control the suspect's actions
- 3. Tactics Low-Light Firearms Training
 - a. Reading lighting conditions
 - b. Operate from the lowest level of light
 - c. Avoid telegraphing/backlighting
- 4. Application Low-Light Firearms Training
 - a. Searching
 - b. Identifying threats
 - c. Engaging threats

B. The instructor will discuss Low-Light Firearms Equipment (Classroom)

- 1. Hand-held lights
 - a. High-output/quality
 - b. Simple user interface
 - c. Reliable power
 - d. Tactically correct switching
- 2. Weapon-mounted lights
 - a. LED light source

- b. Durability/reliability
 - c. Simple activation/deactivation
 - 3. Practical Application of Light (Classroom)
 - a. Techniques
 - i. Hand-held flashlight techniques with the use of a handgun
 - ii. Weapon-mounted light techniques with the use of a handgun
 - iii. Automatic pressure switch techniques with the use of a handgun
 - 4. Rifles/Shotguns and low-light firearms training(Classroom & Range)
 - a. Considerations
 - i. Light activation switching
 - ii. Brightness and beam profile
 - iii. Optic Brightness
 - iv. Muzzle flash and smoke
- C. Low-light range safety (Range/No Live-Fire)
- 1. Instructor will discuss considerations
 - a. No introduction of dynamic movement/manipulation concepts
 - b. Range Safety officer locations
 - c. Visual clearance of firing line
 - d. Clarity/volume level of range commands
 - e. Use of ambient light to illuminate demonstrations
 - 2. Low-light courses of fire (Range/Live-Fire)
 - a. Students will fire during low-light times of the day
 - b. Live-fire with use of hand-held flashlight techniques
 - c. Live-fire with use of weapon mounted light techniques
 - d. Students will fire the following course of fire
 - i. 4-yard line 2 rounds in 3 seconds
 - ii. 4-yard line 3 rounds in 4 seconds
 - iii. 4-yard line 3 rounds in 2 seconds
 - iv. 7-yard line 3 rounds in 4 seconds
 - v. 7-yard line 2 rounds/reload/2 rounds in 7 seconds
 - vi. 10-yard line 3 rounds in 5 seconds
 - vii. 15-yard line 2 rounds standing/2 rounds kneeling in 8 seconds
- (XVIII. Coaching Struggling Shooters (Classroom & Range)
- A. Instructor will explain training the Struggling shooter vs. problem shooter (Classroom)
 - 1. Struggling shooter
 - a. Wants to improve
 - b. Good attitude
 - 2. Problem shooter

- a. Indifferent or poor attitude
 - b. No interest in improving
- B. Students will provide instruction and coach struggling shooters (Range/Live-Fire)
- 1. Students will be positive
 - 2. Students will diagnose mistakes made by struggling shooters
 - a. Watching the shooter
 - b. Target analysis
 - c. Use of inert training rounds
 - 3. Students will correct poor shooting
 - a. Use of inert training rounds
 - b. Finger overlay drills
 - c. Dry firing
 - 4. Students will look for common shooting errors
 - a. Anticipation
 - b. Incorrect sight alignment
 - c. Not using sights
 - 5. Struggling shooters will fire onto paper targets mimicking common marksmanship errors
 - a. LASD personnel will be used as "struggling shooters"
 - b. Struggling shooters will fire the following course of fire
 - i. 4-yard line 2 rounds in 3 seconds
 - ii. 4-yard line 3 rounds in 4 seconds
 - iii. 4-yard line 3 rounds in 2 seconds
 - iv. 7-yard line 3 rounds in 4 seconds
 - v. 7-yard line 2 rounds/reload/2 rounds in 7 seconds
 - vi. 10-yard line 3 rounds in 5 seconds
 - vii. 15-yard line 2 rounds standing/2 rounds kneeling in 8 seconds

XXIX. Student Presentations

- A. Each student will conduct a 15 minute range presentation on a pre-approved topic which will include the following
 - 1. A written lesson plan
 - 2. A written course of live fire
 - 3. Conduct an element from the following live fire exercises
 - a. 4-yard line 2 rounds in 3 seconds
 - b. 4-yard line 3 rounds in 4 seconds
 - c. 4-yard line 3 rounds in 2 seconds
 - d. 7-yard line 3 rounds in 4 seconds
 - e. 7-yard line 2 rounds/reload/2 rounds in 7 seconds
 - f. 10-yard line 3 rounds in 5 seconds
 - g. 15-yard line 2 rounds standing/2 rounds kneeling in 8 seconds

- B. Each student will choose and conduct a 15 – 20 minute classroom presentation on a topic (subject to approval) which will include the following
 - 1. A written lesson plan
 - 2. Conduct the presentation to all class participants in the course

XXX. Written Test (Classroom)

A. Written test

- 1. Test will consist of 25 questions related to the following topics
 - a. Nomenclature and function
 - b. Identification of parts
 - c. Department policies regarding use of force, firearms, and the options chart
 - d. Firearms and range safety rules
 - e. Ammunition requirements
 - f. State Laws
 - g. Questions will be multiple choice, fill in the blank, and true/false

Origination date: 02/01/2017

• **Firearms Laser Update 6 Hoiurs**

Los Angeles County Sheriff's Department

Firearms, Laser Update

(1820-21055)

6-Hour Expanded Course Outline

I. USE OF FIREARMS AND DEADLY FORCE/ ASSAULTS BY MOVING VEHICLES

A. Use of Firearms and Deadly Force

1. Manual of Policy & Procedures Section 3-01/025.30
2. Reverence for human life

B. Assaults by Moving Vehicles

1. Manual of Policy & Procedures Section 3-01/025.40
2. Evaluation of tactical principles

II. COMBAT MINDSET

A.

Contacts

1. Traffic stops
2. Pedestrians/bicyclists

III. CONTROL

A. Mindset, Training/ Experience Physical fitness,

1. *Mindset* describes an officers state of mind, to include threat assessment; mental preparation for traumatic incidents and pre-planning; a survivor/combat type mindset.

2. *Physical Fitness* preferably a good balance between strength and stamina; a good understanding of personal physical limitations.

3. *Training/ Experience* encompasses the individuals tactical training as well as his familiarity with his equipment.

B. Contact & Cover

C. Distance

D. Timing

IV. CLOSE QUARTER BATTLE - SURVIVING THE ATTACK

A. Decisiveness conscious or subconscious.

B. Ambush elements

1. Surprise

2. Kill zone

V. IMMEDIATE ACTIONS

A. Actions: *Move, Identify threat & return fire, Reload, Communicate*

1. Ambushed on foot:

2. Ambushed in vehicle

3. Tactics Employed

4. Survival Stress Reaction

B. Locating and Containing the Suspect:

1. Shooting Positions

C. Locating the Shooter

1. Muzzle flash or smoke.
2. Dust blown up from the muzzle blast.
3. Blown leaves from the muzzle blast
4. Movement of the shooter
5. Impact of the rounds
6. Glass and debris fragmentation patterns
7. Witnesses pointing at or running away from the shooter
8. Audible reports of the weapon

D. Terrain Analysis

1. Key terrain
2. Observation
3. Cover and concealment
4. Obstacles
5. Avenues of approach and egress

E. Seven "C's" of Tactical Operations

1. Command
2. Control
3. Communicate
4. Coordinate
5. Contain

6. Contingency

7. Critique

F. Preventative Measures

1. Area Awareness

2. Suspicious Activity

3. Avoid Predictability

4. Pre-plan Responses

VI. CONCLUSION

A.

Awareness vs. Paranoia

B. CQB guidelines and Legal Issues

• **Firearms Laser Update 8 Hours**

Los Angeles County Sheriff's Department

Firearms, Laser Update

(1820-21055)

8-Hour Expanded Course Outline

I. Registration/Orientation

- A. Class
- B. Instructors
- C. Agenda of the days activities

II. Classroom Lecture And Presentation

A. 10 Fatal Errors

- 1. Attitude
- 2. Tombstone Courage
- 3. Not Enough Rest
- 4. Taking A Bad Position
- 5. Danger Signs
- 6. Failure To The Suspect's Hands
- 7. Relaxing Too Soon
- 8. Improper Use Or No Handcuffs
- 9. No Search Or Poor Search
- 10. Dirty Or Inoperative Weapon

B. Close Quarter Pistol Techniques

- 1. Combat Shooting vs. Target Shooting

III. Practical application

A. Walk through and explanations

- 1. Traffic stops
- 2. Pedestrian stops

3. Bicycle stops
4. Group contacts
5. Room clearing

IV. Role Playing

A. Safety Briefing

1. Explanation of activities
2. Introduction of Simunitions
3. Safety Equipment
4. Range Rules
5. Scenario Rules

B. Role playing scenarios.

V. Critique

• **Firearms Semi-Automatic Pistol**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

FIREARMS SEMI AUTO HANDGUN M&P

POST PERISHABLE SKILLS PROGRAM (PSP)

FIREARMS (PSP) - 1820-31810

COURSE GOAL:

The course will train personnel in the nomenclature, function and use of the Smith and Wesson M&P, 9mm duty handgun. The course will provide the student with the minimum topics of tactical firearms and lethal force

required in the POST perishable skills program (PSP). The student will develop the necessary firearms tactical knowledge and skills to survive and win a realistic force encounter.

This course consists of hands on / practical skills firearms training for in-service deputies.

The training will be presented in an 8 hour format.

TACTICAL FIREARMS:

Minimum Topics / Exercises:

- a. Basic tactical
- b. Student evaluation
- c. Safety guidelines / orientation
- d. Sight alignment, trigger control, accuracy
- e. Target recognition and analysis
- f. Weapons clearing
- g. Live fire tactical
- h. Policy and / or legal issues
- i. Use of force considerations (options)
- j. Moral obligations

COURSE OBJECTIVES:

The student will:

- A. Demonstrate knowledge of the Department Use of Force / Firearms Policy.

B. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise and course of fire to include:

1. Judgement and decision making
2. Weapons safety
3. Basic presentation technique
4. Fundamentals of shooting
5. Target / non-target identification
6. Speed, accuracy, effectiveness under stress and movement conditions
7. Shot placement: stopping power - multiple rounds
8. Use and manipulation of a weapon mounted light

Minimum standards of performance shall be evaluated by an instructor observing the student during their performance of each technique, exercise and course of fire. If the student does not meet the minimum standards, reasonable remedial training will be provided until the standard is met.

EXPANDED COURSE OUTLINE

I.
Introduction/Orientation

(c)

- A.
Introduction, registration and orientation.
 - B. Course objectives, overview of the training, evaluation.
 - C. Issuance of safety equipment (if needed by the student).
- II. Lethal Force Overview ****These topics are reviewed on the firing line at individual ranges and are continuously reinforced throughout the training**** (h,i,j)
- A. Legal/moral/ethical issues involving use of force/lethal force.
 - B. Civil implications of using force/lethal force.
 - C. Review of Department Policy regarding use of force/lethal force.
 - D. Review of Department firearms policy.
 - E. Use of force within the spectrum of force options.

LEARNING NEED - FIREARMS SAFETY

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

III. Firearms Safety

- A.
State the four fundamental rules of firearms safety
(c)

1. Treat all firearms as if they are loaded
2. Never point the muzzle at anything you are not willing to shoot.
3. Keep your finger off the trigger until you have made the decision to shoot.
4. Be sure of your target, backstop and what is beyond.

B. Explain basic safety guidelines to be followed at a firing range (c)

1. Keep your gun in the holster until you are told otherwise.
2. If you do not understand the directions or course of fire, keep your gun pointed downrange and raise your non-gun hand. Do not turn around or step off the line.
3. Always maintain safe control of your gun. Do not leave firearms unattended.
4. Eye and ear protection must be worn.
5. Follow all range rules.
6. Follow instructor commands.
7. Maintain strict weapon discipline and muzzle control.

C.
Weapon Clearing

(f)

1. Magazine removal
2. Lock slide open
3. Visual/Physical inspection

LEARNING NEED -
CONVERSION TO THE
SMITH & WESSON M&P
9MM

Department personnel will be trained in the nomenclature, function and use of the Smith and

Wesson M&P, 9mm duty handgun. This training will allow personnel currently trained on and carrying the department issued Beretta 92FS (or any other optional duty firearm) to deploy and use the Smith and Wesson M&P 9. Training will include tactical and combat handgun techniques. These exercises are designed to include all basic fundamentals regarding the use of the student's duty handgun. These drills include rapid decision making, shoot/no shoot decisions, multiple targets, positional shooting, use of cover and movement to cover. The student will be evaluated on the skills reviewed and practiced during these courses of fire. At the conclusion of the handgun tactical training, the student will be able to demonstrate basic handgun fundamentals, including the safe handling, loading, and clearing of their duty handgun. Additionally, they will be able to demonstrate the fundamentals needed for accurate and effective fire. Personnel will watch the LASD Tactical Pistol Light video which addresses department policies regarding the use of a weapon mounted flashlight.

LEARNING OBJECTIVES

V. Nomenclature

A. Disassembly

1. Inspect weapon for live ammunition
2. Lock open slide
3. Rotate Sear Disconnect
4. Rotate Take Down Lever

5. Remove Slide
Assembly

6. Remove recoil spring/guide rod
7. Remove barrel

B. Components

1. Frame
2. Slide

3. Barrel

4.
Rod

Recoil Spring/Guide

C. Reassembly

1. Replace Barrel

2.
recoil spring/guide rod

Replace

3. Replace Slide assembly

4. Function check

VI Care and Cleaning

A. Cleaning Components

1. Solvent

2. Oil

3. Bore Brush

4. Jag/patch holder

5. Patches

B. Areas to Clean

1. Barrel

2. Slide

3. Frame
4. Magazine Well

C. Lubrication Points

1. One (1) drop one each rail insert in the frame
2. One (1) drop on the muzzle of the barrel
3. One (1) drop on the top front corners of the barrel hood
4. One (1) drop on the tail of the trigger bar

VII. Tactical Handgun Training

A.

Shooting fundamentals (**live fire**)
(a, b, d, e, f, i)

1. Drawing and presenting from the holster
2. Sight alignment, trigger control and accuracy
3. Target recognition and analysis
4. Weapons manipulation (administrative loading and unloading or clearing)
5. Use and manipulation of weapon mounted light

B.

Positional shooting (**live fire**)
(a, b, d, e, g, i)

1. Two hand point shoulder shooting
2. One hand point shoulder shooting
3. Close Contact Position shooting
4. Shooting from positions of cover

C.
Loading and re-loading **(live fire)**
(a, b, d, e,
g)

1. Administrative loading
2. Speed re-loading
3. Tactical re-loading

D.
Malfunction clearance **(live fire)**
(a, b, d, e)

1. Phase I malfunction clearing
2. Phase II malfunction clearing

LEARNING NEED - TACTICAL/SITUATIONAL TRAINING

Department personnel will participate in tactical based training exercises, which employs the use of the handgun. These exercises will incorporate the use of cover/moving to cover, shooting on the move and speed/tactical reloads.

LEARNING OBJECTIVES

VIII. Tactical/situational training

A. **“Barricade and movement” Drill**

(a, b, d, e, g)

1. This exercise is designed to expose the student to shooting on the move and shooting from behind cover. The skills practiced in this drill are meant to be used as skill building exercises and to simulate conditions commonly experienced in an ongoing gun battle.

IX. EVALUATION PROCESS

A. Testing

(b)

1. 24 Round Handgun Test
 - i. Maximum score 240, Minimum score 200

Students will be evaluated by the staff continuously throughout the training. The staff will observe and evaluate students in the following areas: safety, manipulations (including weapons handling and use of equipment), handgun accuracy. Any student observed to have deficiencies in these areas will be given remedial training by the Weapons Training Staff until they demonstrate improvement.

X. ORIGATION DATE

Effective date of outline: **02/01/12**

XI. REVISION DATES

• **Firearms**

Expanded Course Outline

Introduction:

Introduce instructor and expertise.

A. Explain safety and range protocols.

- (Live Fire)**
1. Wrap Around Eye Protection is MANDATORY
 2. Ear Protection is MANDATORY
 3. Hats (Baseball Style) are Recommended

4. Long Sleeve Shirt are Recommended

5. We are Responsible for Each Others Safety - Anyone Seeing a Safety Problem Must Report it Immediately to an Instructor.

Additionally, Anyone May Stop an Exercise if They See a Safety Problem.

6. Report Any and All Injuries Immediately to an Instructor

7. AT NO TIME is any Participant Allowed to Leave the Training Area without the Permission of the Primary Instructor.

8. Remember to Work at Your Own Pace - Don't Over Exert Yourself

9. Realistic Training is Important, However Safety Comes First!

- (Simunition) 1. No Live Ammunition Will be Loaded or Carried
During Simulation Training Exercises (Double Checked by
Participants & Instructors)
2. When Using Blank or Marking Cartridges, or Distraction Devices,
You may Only Use Those that are Issued and You Must Double Check Them to Ensure
they are Intact.
3. Issued Protective Gear e.g. Face shields, Padding, etc. Must be
worn properly and at all times during Simulation/Simunition training until directed
otherwise by the Instructor.
4. When using Simunition rounds, No Intentional Groin or head shots
will be
allowed and shots within two feet of a role-player are not allowed.
5. Students will immediately cease activities when a sharp sustained
blast
of a whistle, and/or an instructor yelling "stop" is announced.
6. Students will immediately cease actions upon a role player
announcing
"Stop" "Out of Role"!
- A. Explain to the students the course "Goal" and the "Performance Objectives."
B. Identify for the students locations of restrooms, vending machines, phone, etc.

The courses of fire can be altered to include additional courses and or shortened depending on the students skill level firing the MP-5.

DAY 1

I. LECTURE - CLASS ROOM

A. DESCRIPTION

1. **Specifics**
2. **Unique features**
3. **Design**
4. **Serial Number location**
5. **Finish**

B. HISTORY

1. **Description of code**
2. **Origin**
3. **Present manufacture**

C. NOMENCLATURE

1. Butt-stock with Sling Attachment and rear takedown pin.
2. Rotary rear sight
3. Scope mounts
4. Cocking lever and tube
5. Front sight
6. Barrel and lugs
7. Front sling mount and take down pin
8. Hand guard
9. Magazine release and paddle release button
10. Magazine well

11. Center Sling Mount
12. Center take down pin
13. Trigger, trigger guard, and pistol grip
14. Safety select lever

D. ACCESSORIES

1. Butt-stock
2. Scope mounts and sights
3. Forearms - lights
4. Barrel accessories and suppressers
5. Magazines - loader, unloader and clamps
6. Sight adjustment tools
7. Brushes and cleaning tools

E. BREAKDOWN AND ASSEMBLY

1. Assemblies (weapon clear and safe)
 - a. Remove sling
 - b. Bolt home
 - c. Remove rear stock
 - d. Remove bolt carrier group
 - e. remove trigger group
 1. Trigger housing
 2. Trigger assembly
 - f. remove front stock

1. Light mount and light
- g. magazine
1. End cap
 2. Spring
 3. Follower
2. Reassembly
3. Function check - no magazine in weapon - no ammo
 - a. After assembling, pull the cocking lever to the rear and release
 - b. Weapon on SAFE - pull trigger - the weapon will not fire.
 - c. Weapon on SEMI - pull trigger - the hammer will fall.
 - d. Holding the trigger - pull the cocking lever to the rear and release it.
 - e. Release the trigger - ensure the trigger resets
 - f. Repeat several times
 - g. Weapon on FULL - pull trigger and hold it - the hammer will fall
 - h. Pull the cocking lever and release it - every time the bolt slams home the hammer should fall. Resetting only after the trigger is released.

F. SIGHTS AND ADJUSTMENT AND AIMING

1. Sight Picture
2. Rotary Drum (one turn = 2" of movement @ 25 yards)
 - a. Sight tool
 - b. Elevation
 - c. Windage

3. Factory 3" group - completed at factory

4. Trajectory

a. Bullet impact - "low or left - turn drum clockwise"

G. MP-5 "FAMILY"

1. MP5 SD Suppressed version of MP-5

2. MP5 K Briefcase model

3. MP5 10/40 40 caliber version

4. MP5 SF Single fire

5. MP5 N Navy version
(ambidextrous trigger group, threaded barrel
for suppressor)

H. 30rd MAGAZINE, MAGAZINE LOADING, FITTING THE SLING

1. Magazine - loading (hand and loading tool), unloading (hand and unloading tool), dual magazine clamps

2. Fitting sling to weapon to body (with vest and without vest) - three point sling.

II. DEPARTMENT AND BUREAU POLICIES REGARDING HECKLER & KOCH MP-5 SUBMACHINE GUN

A. Policy & Procedures - Attached

1. Use of firearms and Deadly Force - 3-01/025.30

B. Detective Division Order - (Narcotics Bureau - Heckler & Koch MP-5 submachine gun - 2-11) - Attached

1. Establish policy and training for the use and deployment of the MP-5 submachine gun.

2.. accountability -

3. policy guidelines -

4. Weapon security

a. On duty - when not in use the MP-5 will be secured with an approved locking device, in the trunk or interior of the vehicle.

b. Off duty - unloaded MP-5 will be secured with an approved locking device, in the trunk or interior of the vehicle, secured in a locked garage or secured unloaded and in a safe location away from children.

5. Training

a. Pass the Los Angeles County Sheriff Department Basic MP-5 Operator Course - 40 hours Qualification Course.

b. Remain current by attending the Quarterly MP-5 operators course and passing the quarter test.

c. If a Department member becomes delinquent in their qualification for a period of two quarters, that member will be unqualified to carry the MP-5 until such time they repeat the 40 hour Operator Course.

III. FUNDAMENTALS OF SHOOTING & READY POSITION, LOAD, UNLOAD, STOPPAGES. (Primary Objective - control motion and consistency)

NO LIVE AMMO - DRY MP-5

A. Slinging of MP-5

B. Stance

1. Feet shoulder-width apart

2. Strong-leg slight off set and to the rear front weak leg

3. Hips square to target

4. Elbows tucked into the side

5. Pull weapon into the shoulder

C. Grip

1. Strong side hand - firm but not over powering.

D. Sighting

E. Trigger control

F. Follow through

G. Scan & Breath

H. Ready position

1. Weapon into shoulder
2. Bring weapon up just below eye level - looking over the sights
3. Finger off the trigger
4. Manipulation of the safety selector lever
 - a. Safe
 - b. Semi-automatic fire
 - c. Automatic fire

I. Load

1. MP-5 pointed in a safe direction - down range
2. Safety on
3. Cocking lever pulled to the rear and locked
4. Magazine put into the magazine well & seated
 - a. Slight tug
5. Slap the cocking lever home - never assist the lever home

J. Unloading

1. MP-5 pointed in a safe direction - down range
2. Safety on

3. Cocking lever pulled to the rear and locked - weak hand
 4. Magazine pullout of magazine well - weak hand
 - a. Hitting the release paddle with the thumb of the weak hand
 5. Visually and physically inspect the chamber
- K. Reloading - (simulating the MP-5 has gone dry) single stack magazines
1. Remove a fresh magazine from the magazine pouch
 2. Cocking lever pulled to the rear and locked
 3. Remove the magazine by hitting the release paddle allowing it to fall - weak hand
 4. Inserting the fresh magazine into the magazine well & seated
 - a. Slight tug
 5. Slap the cocking lever home - never assist the lever home
- L. Stoppages
1. Empty magazine
 2. Magazine not seated
 3. Stove pipe
 4. Double feed
 5. Rounds stuck behind ejector
 6. Rounds behind bolt
 7. Bad ammo

III. LIVE FIRE - 9mm ball rounds - Students will have web gear on with the handgun in holster.

A. **Introduction to MP-5 and zeroing**

B. **Double Taps** - two rounds - one round fired right after the first round is fired

1. Hammer pair - immediate - fast but accurate - not throwing rounds
2. Controlled pair - slow - precision shooting - more accurate for a head shot

C. **TRANSITION DRILLS / Secondary weapon - Stoppages - Failure drill**

1. Press trigger - weapon doesn't fire
2. Weak hand - holding forearm of weapon - moving it to the weak side

(Recommended placing the weapon on safe)

3. SIMULTANEOUSLY - Strong hand - releasing the pistol grip of MP-5 - moving to side arm
4. Strong hand grips secondary weapon - draws weapon
5. Engage target(s) - if necessary

D. **RELOADS**

E. **DRUG & ARMOR DRILL** - suspect on drugs or wearing body armor - head shots and or pelvic area shots.

F. **MULTIPLE TARGETS**

IV. DAY 2 Range

A. Introduce instructor and safety on the range.

B. Explain safety and range protocols.

(Live Fire) 1. Wrap Around Eye Protection is MANDATORY

2. Ear Protection is MANDATORY
3. Hats (Baseball Style) is Recommended
4. Long Sleeve Shirt is Recommended
5. We are Responsible for Each Others Safety - Anyone Seeing a Safety Problem Must Report it Immediately to an Instructor. Additionally, Anyone May Stop an Exercise if They See a Problem Safety
6. Report Any and All Injuries Immediately to an Instructor
7. AT NO TIME is any Participant Allowed to Leave the Training without the Permission of the Primary Instructor. Area
8. Remember to Work at Your Own Pace - Don't Over Exert Yourself
9. Realistic Training is Important, However Safety Comes First!

V. Weapon Maintenance - CLASSROOM

- A. Break down of MP5 - cleaning
 1. Cleaning - the MP-5 will function in extremely adverse conditions, will operate when extremely dirty and even damaged but will continue to fire. Should be cleaned after every time it is fired.
 - a. Fire 1000 rounds clean weapon.
 - b. Fire 300 rounds in an MP-5 SD weapon.
 2. Solvents - **no gasoline** - use mineral spirits or dry solvents such as Varsol, Safety Clean #105.
 3. Bore Cleaners - Hoppe's Nitro Solvent, Shooters Choice etc..
 4. Bore Brushes - never stainless
 - a. Bronze bristle
 - b. Copper
 - c. Brass

5. Patches
6. Lubricants - Break-free, Eze-ox, Slick 50 1 lube, etc..
7. Preservatives - Break-free, Ballistol, rig, etc..

B. Care and Cleaning of MP-5

1. Barrel - always clean from the chamber end.
 - a. Lube barrel inside and out.
2. Receiver - clean with mineral spirit solvents and brushes
 - a. Lube throughout
3. Bolt Group - clean with brush and solvents
 - a. Lube
4. Buttstock - clean with brush and solvents
 - a. Lube
5. Trigger Group - clean with brush and solvents, pouring may help
 - a. Lube - particular attention to the axles
6. Handguard - Wipe with a damp cloth, no lube.
7. Magazines - wipe the outside and the follower.
 - a. Lube - light - to prevent rust
8. Visual Checks - know your own weapon, if there is a problem, let the range staff know.

LIVE FIRE - 9mm ball rounds - Students will have web gear on with the handgun in holster.

VI. REVIEW

- A. Fundamentals of Shooting & Ready Position, Loading, Unloading, Reloading.
 - 1. Dry
- B. Stoppages
- C. Double Taps
- D. Transitions Drills

VII. AVAILABLE COVER DRILLS/SNAPPING DRILLS

A. **COVER** - This drill is used as if they are standing behind cover, without moving the feet, roll the upper torso out (bending at the hips), addressing the target(s) and rolling back behind cover.

B. **SNAPPING DRILLS** - during this course of fire the student from behind cover, will step out from cover and fire two rounds. Once the student fires the two rounds, the student will step back behind cover in a low ready position.

- C. **MOVING DIAGONAL & SHOOTING** - one student at a time

During this course of fire the student will move in a diagonal direction (15 yards to 7 yards) shooting at the target as it turns towards the student or hears the "whistle" from the instructor. When the "whistle" is heard, the student will fire two rounds at the target while moving, never stopping to shoot the target. Once the student gets to the end, the student will get the COMMAND "back out", going backwards and again shooting the target when he hears the whistle. If the student empties his MP5 or a malfunction occurs, the student will transition to the handgun and completing the course of fire. This course will be completed moving diagonal from right to left and from left to right, backing out (7 yards to 15yards) after getting the COMMAND "back out"

- D. **Introduction to Automatic Fire, Trigger Control Drills**

- E. **DRUG & ARMOR**

1. This course of fire will allow the student to identify a suspect that is wearing body armor or is under the influence and the MP-5 rounds are not having no effect on the suspect. The student while in a proper shooting stance fire in automatic mode two rounds into the center of the chest, see that theirs no effect and fire two rounds into the pelvic girdle, still no effect and fire two rounds into the head.

- F. **MULTIPLE TARGETS - POP BOTTLE TARGETS (using shape/numbers)**

1. During this course of fire the student will be able to shoot at more than one target multiple times. Always using a proper shooting stance, sight alignment and trigger control in full automatic mode. The purpose of this course is to shoot at more than one target. You shoot two rounds to the body of one target then shoot two rounds at the second target and then come back and fire two more rounds at the first target and two more rounds at the second target. This will be done in full automatic mode, all to the body.

G. STATIC TURNS (Shoulder Fire)

A. During this course of fire the student will be facing away (right/left side - 90 degrees) from the target and when the whistle is blown, the student will turn facing the target, from safe turn the selector lever to full automatic, two rounds into the target. This course will also be completed facing away (180 degrees) from the target.

H. FIRING ON THE MOVE - “Hollywood Targets” - 25 yard line to 5 yard line

1. The student will move with the weapon in the shoulder using the buttstock as a pivot point, the MP5 will be dropped below eye level (no tunnel vision) scanning for targets, finger off the trigger and indexed, legs become shock absorbers, roll your feet (heel to toe) or step and drag to prevent tripping over items (toys, etc.).

RANGE CLEAN UP AND SECURING OF WEAPONS.

RANGE DAY 3

Safety Brief & Weapon Maintenance

I. Weapon Maintenance

A. Break down of MP5 - cleaning

1. Cleaning - the MP-5 will function in extremely adverse conditions, will operate when extremely dirty and even damaged but will continue to fire. Should be cleaned after every time it is fired.

2. Solvents - **no gasoline** - use mineral spirits or dry solvents such as Varsol, Safety Clean #105.

3. Bore Cleaners - Hoppe's Nitro Solvent, Shooters Choice etc..

4. Bore Brushes - **never stainless**

5. Patches

6. Lubricants - Break-free, Eze-ox, Slick 50 1 lube, etc..

7. Preservatives - Break-free, Ballistol, rig, etc..

B. Care and Cleaning of MP-5

1. Barrel - always clean from the chamber end.

2. Receiver - clean with mineral spirit solvents and brushes

3. Bolt Group - clean with brush and solvents, **clean behind extractor.**

4. Buttstock - clean with brush and solvents

5. Trigger Group - clean with brush and solvents, pouring may help

6. Handguard - Wipe with a damp cloth, no lube.

7. Magazines - wipe the outside and the follower.

8. Visual Checks - know your own weapon, if there is a problem, let a qualified MP-5 instructor know.

Safety Brief:

1. Treat every weapon as if it were loaded

2. Keep your finger out of the trigger and indexed until you have a target and are ready to shoot.

3. Be aware of your target and beyond.

4. Don't point your weapon at anything or anyone you don't intend on shooting/ destroying.

I. CLOSE QUARTER BATTLE (CQB) - used for low-light situations, the target is too close with no time to take aim and the operator is moving fast to the target. The operator is wearing face or eye coverings, gas masks, etc. which is restricting the operator from putting the buttstock into the shoulder and getting a good sight picture. (Not a replacement for any shooting method)

- A. Thumb on selector lever, index finger off the trigger
- B. Being aggressive and punching out with the weak arm towards the target (as if using a bayonet), thumb riding the selector lever to the semi or auto mode, firing when on target.
- C. Weak elbow locked out straight and the sling is tight around the shoulder.
- D. Sights about chin level
- E. Stance is the same as shoulder fire

Load two magazine with 60 live rounds (30 rounds each)

Load one handgun magazine with 15 live rounds.

“Hollywood Targets” - 5 yard line

COMMAND “load handgun” - the students will load the handgun and re-holster.

COMMAND “Load” - one thirty round magazine into the MP5, shoulder the weapon, finger off the trigger and indexed waiting for the whistle to blow to fire the course of fire.

COMMAND whistle sound - the student will select auto, in CQB, fire two rounds into the body, and come to a low ready.

Each whistle sound the students will fire two rounds, in CQB.

When the students MP-5 runs dry, transition to the handgun and fire two rounds.

COMMAND reload - students will reload the MP-5, come to a low ready.

COMMAND whistle sound - the student will select auto, in CQB, fire two rounds into the body, and come to a low ready.

Each whistle sound the students will fire two rounds.

This course will be fire a total of 30 times.

COMMAND “unload” - the students will unload the MP-5.

Students will reload the magazines with 60 live rounds (30 in each magazine).

From the 15 yard line moving to the 5 yard line.

“Hollywood Targets” - two students - side by side - CQB

COMMAND “load handgun” - the students will load the handgun and re-holster.

COMMAND “Load” - one thirty round magazine into the MP5, shoulder the weapon, finger off the trigger and indexed waiting for the whistle to blow to fire the course of fire.

COMMAND “Move **COVERT speed**” - the students will begin moving from the 15 yard line, towards the 5 yard line.

COMMAND whistle sound - the student will select auto, in CQB, fire two rounds into the body, and come to a low ready.

Each whistle sound the students will fire two rounds, in CQB.

Once he student reaches the 5 yards line they will stop.

COMMAND “Moving back” - the students will begin moving backwards away from the target.

COMMAND whistle sound - the students will select auto, fire two rounds into the body and come to a low ready , never stopping to shoot.

Once the students reaches the 15 yard line the students will stop.

This course will be completed for a total of 60 rounds.

- * IF the students MP-5 runs dry, transition to the handgun and fire two rounds and continue to move with the partner.
- * A lull in the gun battle, reload the MP5s one at a time while the other member covers the target (suspects) down range
- * In the event the instructor blows the whistle, firing two rounds at your partners target and two rounds at there own target.
- * Changing reloading positions, to bring the guns full.

TOTAL ROUNDS 120

DINNER BREAK, NIGHT TIME SHOOTING

II. Relative Positioning Drills - Firing On The Move (CQB) - low light - gun light only

Students will load the magazines with 60 live rounds (30 in each magazine).

From the 15 yard line moving to the 5 yard line.

“Hollywood Targets” - CQB

COMMAND “load handgun” - the students will load the handgun and re-holster.

COMMAND “Load” - one thirty round magazine into the MP5, shoulder the weapon, finger off the trigger and indexed waiting for the whistle to blow to fire the course of fire.

COMMAND “Move **COVERT speed**” - the students will begin moving from the 15 yard line, towards the 5 yard line, using the MP-5 front light to see target and area in front.

COMMAND whistle sound - the student will select auto, in CQB, fire two rounds into the body, and come to a low ready.

Each whistle sound the students will fire two rounds, in CQB.

Once he student reaches the 5 yards line they will stop.

COMMAND "Moving back" - the students will begin moving backwards away from the target.

COMMAND whistle sound - the students will select auto, fire two rounds into the body and come to a low ready , never stopping to shoot.

Once the students reaches the 15 yard line the students will stop.

The students will continue to move and shoot for a total of 15 times.

COMMAND "reload" - the students will reload the MP-5.

COMMAND "Move **COVERT speed**" - the students will begin moving from the 15 yard line, towards the 5 yard line.

COMMAND whistle sound - the student will select auto, in CQB, fire two rounds into the body, and come to a low ready.

Each whistle sound the students will fire two rounds, in CQB.

Once he student reaches the 5 yards line they will stop.

COMMAND "Moving back" - the students will begin moving backwards away from the target.

COMMAND whistle sound - the students will select auto, fire two rounds into the body and come to a low ready , never stopping to shoot.

Once the students reaches the 15 yard line the students will stop.

COMMAND "unload" - students will unload the MP-5 and make it safe.

TOTAL ROUNDS - 60 rounds

III. Multiple Targets on the move (Shoulder) low light - gun light only

25 yard line moving to the 5 yard line

Load 2 magazines with 60 live rounds (30 rounds in each)

Load handgun magazine with 15 live rounds

COMMAND - "Load" - place magazine in weapon, from a standing position, put weapon into shoulder, low ready position. **HAMMER PAIR.**

COMMAND - "MOVE COVERT SPEED" - students will begin moving forward.

COMMAND - each "whistle" sound - select semiautomatic (leaving it in this position for the remaining course of fire), shooting 2 rounds (Hammer pair) into the center square or your target, 2 rounds (Hammer pair) into the center square of the target to your right, 2 rounds (Controlled pair) in the head of your target. (emphasize trigger control and sight alignment).

Repeating course for 4 times, conducting a reload drill, repeat course for 5 times.

If Malfunction occurs, Transition to handgun, complete course of fire, holster handgun, clear MP-5 malfunction/jam, reload MP-5, continue with drill.

INSTRUCTORS - if malfunction cannot be cleared by student, stop line, make all MP-5's safe, have assisting instructor clear malfunction/jam. Recover students, load MP-5's, continue with course of fire.

COMMAND - "Unload" - complete unload (weapons check).

Students will reload 2 magazines with 60 rounds, 30 rounds in each magazine.

Repeating course of fire 10 times.

Students will reload 2 magazines with 60 rounds (30 rounds in each).

The students will complete the course of fire one time using the **weak side** shooting stance and moving.

TOTAL ROUNDS - 120 rounds

IV. NIGHT SHOOT - Standards Drill - gun light only

Standards Drill (no movement)

Load 1 magazine with 4 live rounds, load 1 magazine with 30 live rounds and 10 live rounds in the handgun magazine. The course of fire will be the following:

**Range
Drill
Rounds
Time**

Semi 10 yrds
Dbltap
2rds
1.5 sec

10 yrds
reload
reload,
2rds
8.0 sec
2rds,

10yrds
transitions
fire MP-5, transition fire
2rds
4.0 sec
dry

10 yrds
armor
2rds body,
body

2rds
head
2.5 sec

10 yds
multiple targets 2rds
each
target
2.5 sec

Auto 10 yds
auto 2
presses for 4rds (2rds each
press) 1.5 sec

10 yds body
armor 2 presses
for 4rds (2rds each
press) 2.5 sec

1 press for 2rds head

10 yds
multiple 2 presses for
4rds (2rds each press) 2.5 sec

Placing the weapons on safe and letting them hang (remembering the guns are loaded), the students will walk back to the 25 yard line and cover in front of their own target.

Semi 25yds

dbltp
2rds
2.0 sec

25 yds
dbltp kneeling 2
rds
2.5 sec

25 yds
dbltp prone 2
rds
3.0 sec

COMMAND - "Load", place magazine with 4 live rounds in weapon, from a standing position, put weapon into shoulder, low ready position. HAMMER PAIR. Second magazine in the pouch.

COMMAND - each "whistle" sound, select semi-automatic (leaving it in this position for the remaining course of fire and or told to change to automatic), shooting two rounds into the body of the target. (emphasize trigger control and sight alignment).

COMMAND - "Unload", complete unload (weapons check), will be completed at the end of the course of fire. Students will check the targets and get direction regarding timed portion.

This course will be shot a total of three times, allowing the students to gain confidence in the timed portions.

TOTAL ROUNDS - 108 rounds

I. NIGHT SHOOT - Multiple Targets on the Move - CQB & Shoulder

A. Multiple Targets - automatic fire - on the move (forward and backward in pairs)

Load 2 magazines with 30 live rounds and 1 handgun magazine with 15 live rounds.

The course of fire will be completed two students at a time, firing at multiple targets, shoulder to shoulder.

COMMAND - load - two students standing next to each other will load their handgun and re-holster. Load the MP-5 and at a low ready position.

COMMAND - "Move" - the students will move together from the 25 yard line towards the 5 yard once reaching the 5 yards line move backwards to the 25 yard line

COMMAND - each "whistle" sound - select automatic fire with the MP-5 in the "**Shoulder**", each student will pull the trigger 2 times for 4 rounds into each target (two targets for the student on the left and two targets for the student on the right).

The "whistle" sound will be heard a total of eight times, which make each student transition to the handgun and fire 2 rounds from the handgun.

COMMAND - reload - the students will reload the MP-5 and continue with the same course of fire for an additional eight times in "**CQB**" firing position.

COMMAND - unload - the students will unload the MP-5.

This course will be fire a total of 2 times.

TOTAL ROUNDS - 120 rounds

END OF DAY 3

DAY 4 - LASER VILLAGE OR SIMILAR LOCATION

I. REGISTRATION

- A. Fill out and explain POST critique form to students**
- B. Complete APIS roster**
- C. Discuss overview of training day with students to include:**
 - 1. Lectures
 - 2. Department policy and legal considerations
 - 3. “Live Fire” exercises (*AIS range*)
 - 4. Simunition training
 - 5. Role playing exercises
 - 6. Safety concerns

II. Introduction

A. Core Values

1. Reverence For Human Life

- a. An in-depth discussion on the seriousness of taking another person’s life. The relationship between this Core Value and the subject of tactical shooting issues will be discussed throughout the day.

B. Service Oriented Policing

C. Shooting Policy

3-05/025.30 “...Department members may use deadly force in self-defense or in the defense of others, only when they reasonably believe that death or serious physical injury is

about to be inflicted on themselves or others.”

3-05/025.30 “...The firing of warning shots is inherently dangerous. They should not be fired except under the most compelling circumstances. Warning shots may be fired in an effort to stop a person only when the Department member is authorized to use deadly force, and if the member reasonably believes a warning shot can be fired safely in light of all circumstances of the encounter.”

D. Discuss Overview of Training Day with Students to Include

1. Lectures
2. “Live Fire” exercises (mobile range)
3. Safety and equipment requirements
 - a. No live weapons
 - b. No live ammunition or magazines
 - c. No active chemical agents
 - d. No edged weapons
 - e. No impact weapons
 - f. Injury admonition

III. Deployment of MP-5 during Surveillance

(Narcotics Bureau Order 2-10-C)

- A. Where the MP-5 is kept inside a vehicle during a tactical operation, (i.e. surveillance, vehicle take down, arrest of pedestrian) and can be readily accessible.
- B. Vest, web gear and identification jacket
- C. Exiting the vehicle with the MP-5
- D. Contacting of suspect(s)

1. Detaining pending the arrest team
2. Hands on suspect - **it is recommended the weapon is placed on safe prior to going "hands-on" a suspect.**

E. Transition

1. MP-5 and handgun
1. If necessary - handing the MP-5 off to an other team member.

IV. Vehicle Take Downs (Surveillance - Narcotics Bureau Order 2-10-C)

A. Vehicle "Take Downs" are conducted when the a marked police or Sheriff unit is not available or the safety of the stop will be completed safer with an experienced team and the stop needs to be completed due to the safety of the occupants (UC/CI) and the possibility of a vehicle pursuit could occur with a marked unit. The stop will be a modified "blue angel," using unmarked vehicles as surprise, the speed in setting the containment around the vehicle, and knowledge of where the safest place to conduct the stop.

1. Deployment of the MP-5 will be conducted during vehicle take downs as well as shotguns and M-4.
2. Safety of other team members, pedestrians and suspects will be the responsibility of the person(s) deploying the MP-5, with regards to the back drop and going "Hands on" a suspect.
3. The #1 vehicle will come to a stop, using stop signs, stop lights, etc..to assist in concealing the arrest team. The driver will exit the vehicle and walk away from it.
4. The #3,#4 and #5 vehicles, using the emergency lights, will set in a manner directly behind the suspect vehicle, in a felony stop positioning, exiting the vehicle and contacting the suspect(s).
5. The #6 vehicle, using the emergency lights, will block traffic behind the stop.

V. Tactical Entries

A. Tactical entries are conducted in the same manner with the MP-5 as they are with only deploying a handgun or shotgun into a house during a raid.

1. Operations Plans - will indicate all members deploying any firearm (MP-5, Shotgun, M-4, etc.) and tools (ram, pick, bolt cutters, etc.) other than their handgun.

2. **At no time will the deployment of any additional firearms (MP-5, shotgun, M-4, etc.) be used to sway not contacting the Special Weapons Team (SEB), if the RIB form check list indicates contacting them.**

VI. Under Cover Operations and Confidential Informant(s) - Cover and Recovery.

Narcotics Bureau Order 2-10 C

A. The covering of UC and CI operations will be completed within Department Policy.

1. Operations Plans - will indicate all members deploying MP-5, Shotgun, M-4 and the roll of each person in the operation.

2. Operations of this type can change instantly and the rescue team has to pre-staged and prepared for a quick response to the location, vehicle, or parking lot, in order to recover the UC and or CI.

3. Knowing the Visual Emergency signals and Audible Emergency signals and also seeing the UC/CI before the operation is mandatory for the rescue personnel.

Searching and Movement Techniques

VII. Containment and Approach

A. Containment

1. Initial observations
2. Control egress and ingress
3. Layoff people and vehicles
4. Concealment and cover

B. Intelligence Gathering

1. Layout
2. Possible location of suspects
3. Suspect's firepower

C. Approaches

1. Choice of entry portal
2. Assigning hazards or portals
3. Minimizing exposure

D. Fields of Fire

1. Doors and windows
2. Roof
3. Vents
4. Foundation area
5. Bushes and terrain
6. Vehicles
7. Nearby structures
8. View from inside
9. Dogs
10. Stealth and night movement

VIII. Equipment Considerations

A. Weapons Deployment

1. Size and familiarity
2. Distance capability
3. Incapacitating rounds
4. Shotguns
5. Shields: approach and search
6. Body armor

B. Noise Control

1. Radios
2. Footsteps
3. Other equipment

C. Wedges

D. Mirrors

E. Flashlights

IX. Entry and Movement

A. Decision Making

1. Safe Entry and Movement is based on:
 - a. Observation
 - b. Assessment (prioritizing and threat management)

c. Solutions

B. Discuss Dangers:

1. Complacency
2. Inexperience
3. Base tactics on the expectation of finding aggressive, armed suspects
4. Flexibility is crucial

5. Basic contingency planning and search patterns

C. **Entry**

1. Identify priorities
2. Positioning at the entry portal

D. Threat Assessment

1. Entry method is based on observed hazards and layout
2. Identification and prioritizing of hazards
3. Layout
4. "Cover and Concealment"
5. "Stationary cover" myth
6. Diversions and announcements
7. Use of K-9
8. Doorway as "Fatal Funnel"
9. Choosing entry personnel and order
10. Specific assignments

E. Movement

1. Individual Vs. Team Movement
2. Basic "Isosceles" shooting stance, while moving
3. Shoulder to shoulder movement
4. Contact with partner
5. Keeping the hazards in front of you
6. Center of the room Vs. "Running the Walls"

7. Fields of View and Fields of Fire
8. Utilizing personnel
9. Avoiding simultaneous searches
10. Avoiding Cross Fires (including through walls and doors)
11. Controlling multiple hazards
12. Continual re-assessment
13. Listening for suspect(s)

X. Individual Considerations

A. Discipline in Team Search

1. Maintaining area of responsibility

B. Visual Perspectives

C. "Slicing the Pie"

*** "Distance = Depth Handout"**

- Slicing the Pie
- Third Eye Principle
- Discuss lowering gun enough to maintain peripheral

D. Weapons Handling

1. Guns preceding eyes
2. Switching gun from strong hand to weak

E. Thoroughness of Search

1. Cupboards and small areas

F. Continuous Crouching

G. Communication

1. Whispering
2. Hand Signals
3. Direct communication
4. Moving after communication
5. Assuming:
 - a. Partners see and hear the same things
 - b. Partners know what you plan to do
6. Keeping containment personnel aware
- 7.

XI. Less Lethal Weapons

B. Less Lethal Force Options

Note: this is not a less lethal weapons certification course

1. SL-6/SL-1

2. Stinger 12 (beanbag)
3. Taser
4. O.C. spray
5. Impact weapons
6. Deployment
 - a. Policy/procedure regarding less lethal weapons (handout)
 - b. Reporting procedures regarding less lethal weapons (handout)
6. Effectiveness of less lethal weapons
 - a. Minimum distances
 - A. SL-6/SL-1 no minimum distance
 - B. Stinger 12 - 10 yds (30 ft)
 - C. Taser - limited by individual weapon/circumstances
 - D. O.C. spray - 3 ft
 - b. Maximum distances
 - A. SL-6/SL-1
 - A. KOI (standard) - up to 100 meters but not recommended
 - B. KOILE - loss of accuracy after 20 meters
 - B. Stinger 12 - 25 yds
 - C. Taser - 15 ft
 - D. O.C. spray - depending on variables (wind)
2. Tactical considerations
 - b. Proper deployment
 - c. Safe distances
 - d. Cover person (designated shooter)
 - e. Contingency plans
 - f. Familiarity of equipment
 - g. Making announcement when less lethal weapons is used

XII. Interior Hazards and Dealing With Obstacles/Terrain

B. Lighting

1. Room lights vs. flashlights
2. May illuminate suspect or create identifiable shadows
3. Strobe Vs. constant beam

4. Demo. "Harry's" technique
5. Booby traps

C. Light Control

1. Strobe
2. Rolling flashlight or leaving stationary
3. Movement after flashlight issue
4. Back lighting
5. Night vision

D. Corners

1. Discuss again: Distance = Depth or "Slicing the Pie" Vs. "Quick Peak"

E. Doors

1. Closed Vs. cracked or open
2. Methods for opening (knob side etc.)
3. Kicking doors
4. Bracketing doors
5. Following the door open Vs. waiting momentarily
6. Closets, bathrooms and side rooms - clearing the main room first
7. "Wrapping Doors" reduces exposure, back lighting and allows room for others to enter
8. "Button Hook" technique
9. "Crossing" technique
10. Covering moving personnel

F. Hallways

1. No cover
2. Limited movement
3. Multiple hazards
4. Using both sides of the hall

G. Objects

1. Low objects from side to side vs. over the top
2. Cabinets and small locations

3. Under beds, inside couches

H. Stairs

1. Lack of cover and movement restrictions
2. Control from bottom before team ascends
3. Speed and stealth
4. Covering "up"
5. Types of ascents

I. Attics and Below Floor Spaces

1. Signs of use
2. Methods of opening
3. K-9

XIII. Other Factors

A. Aggression, Barricaded Suspects and Weapons Potential

1. Deferring to a S.W.T. or K-9
2. Cover and "Cover Fire" issues
3. Firing through walls, doors and objects
4. Holding vs. retreat *(ATF/WACO VIDEO)*
5. Suspect escaping toward containment personnel

B. Officer Down

1. Target acquisition
2. "Cover Fire"
3. Extraction (discuss techniques)
4. Exit location vs. holding

Medical aid (transport deputy in radio car vs. waiting for paramedics)

XIV. Incapacitation

B. Wound Ballistics

1. The effects of various ammunition on the human body
 2. A 9mm round striking the body of a human (below the neck) will not positively knock down or stop a person immediately.
 3. Effects vary from person to person but research shows that torso shots will not always stop a threat. (Dr. David Rasumoff, LCMC, LASD reserve)
 4. Having this knowledge is essential to achieve immediate incapacitation.
 5. Incapacitation is the immediate termination of hostile action against law enforcement officers or citizens.
 6. Heart injury may not stop an assailant instantly (FBI Academy Firearms Training Unit, Wound Ballistics Workshops, September, 1987). This study indicated that with a heart shot, there can be a 15-20 sec. ambulation period. A suspect with their heart blown out could continue to fight for a period of time. (1986 FBI Dade County FI. Incident)
- b. "Fail Safe Drill" pattern shooting involving two shots to the torso and a single shot to the head. Head shots will occur without thought, the necessity for a head shot is based upon the reaction of the suspect to the torso shots.
- c. The vast majority of training is conducted by having the students direct their rounds at the center mass of a suspect.

XV. TACTICAL DIAGRAMING

A. Introduction

1. Determine possible aggression
2. Better than going in cold
3. Determine possible aggression
4. Increase safety & effectiveness
5. Prior warrants have been diagramed
6. Model homes or same model within neighborhood

B. Using Doors to Determine Layout

1. Exterior doors
2. Solid core or steel
3. Minimum 36" wide
4. Open inward (except some housing projects)
5. Lack of traffic patterns may show blocked door
6. High likelihood of door opening against a wall
7. Security screens
8. Open out from same side as door hinges
9. Location on house may determine the room(s) they open into
10. Sliding glass windows used most on family rooms and lesser, master bedrooms.

C. Using Windows to Determine Layout

1. Sizes
2. Large picture windows often used in living rooms and dining rooms
3. Medium sized windows used in bedrooms
4. Small and translucent windows often used in bathrooms
5. Location in relation to door
6. Square footage of window divided by twenty, multiplied by one-hundred equals square footage of room: $(\text{Sq Ft of Window} + 20) * 100 = \text{Sq Ft of room}$
7. Reinforcements
8. May include interior steel covering
9. Location on wall
10. Generally located in center of interior walls
11. Kitchens usually have a window over sink
12. Bathrooms often have a window over sink
13. Showers often have a small, high window in stall
14. Multiple windows are symmetrical (e.g. same size, spaced evenly)

15. Window coverings - fanciest in master bedroom
16. Lights (surveillance)
17. Bedroom lights are first on in morning and last off at night
18. Window air conditioners (most often located in master bedroom and living room)
19. Roof shapes help determine interior layout
20. Three areas inside a residence
21. Living, sleeping, and food preparation
22. Living areas usually adjacent to sleeping areas
23. Dormers
24. Windows in dormers may indicate an upper level sleeping area
25. Vented dormers often are primarily used for attic ventilation
26. Gables
27. Windows and vents may be used as lookouts and gun-ports
28. Windows usually mean converted attic space - vents often mean attic ventilation only
29. Chimneys (fireplaces) often locate family rooms and master bedrooms

D. Vents Locate Appliances (Water / Combustion)

1. Plumbing (water) vents - generally: 1-1/2" steel or PVC pipe 1' over roof, with flashing, uncovered
2. Toilets - locates bathrooms
3. Sinks - locates kitchen in combination with stove vents
4. Tubs & showers - locates bathrooms
5. Combustion vents - generally: rise 2" with cover
6. Heaters/forced air units
7. Often away from bedrooms due to noise
8. Larger vents with cover - often 3' tall
9. Water heaters - usually garage or near kitchen door
10. May have their own exterior door
11. Medium sized pipe often 3' tall with cover
12. Stoves - most often located next to walls
13. Combustion vents may not be visible if routed into a chimney
14. Wall vents
15. Stoves - locates kitchen - stoves often cause dark grease stains on wall
16. Laundry appliance vents - often in kitchen or near garage
17. Note that good builders will route vents to the rear of the house for appearance
18. Turbine vents are used for attic ventilation

E. Exterior Features for Planning

1. Terrain features
2. Use major landmarks to identify the location (e.g. trees, light poles, etc.)
3. Anything that won't move
4. Trees & shrubs
5. Provide cover and concealment
6. May cause hindrance, movement problems
7. Fences - manual vs. electric
8. May require bolt cutters
9. Dogs
10. Yard cars & recreational vehicles
11. Interior of location often matches condition of cars
12. Traffic patterns
13. Children's toys, nearby schools
14. Garages and outbuildings
15. Crawl-spaces and basements
16. Look for hidden entrances under floor
17. Often in closets

F. Interior Architectural Considerations

1. Stairs
2. Look for unusually sized closets or crawl spaces under stairs
3. Closets
4. Closets open out
5. Doors
6. Doors usually open against a wall opposite the doorknob
7. Usually 36" or smaller - often hollow core
8. If you can see the hinges, the door opens toward you
9. Doors often open into rooms - exception small bathrooms and kitchens
10. Exterior doors open in
11. Service windows may connect kitchens with dining or family rooms
12. Light switches
13. Usually located at chest height on doorknob side or on wall next to where door opens
14. Light switches in front of door may indicate a close

G. Motels & hotels planning

1. Difference between hotels and motels
2. Most motels use the same layout for standard units
3. Interconnecting doors near front door
4. Restrooms usually in far rear of room
5. Bed located on wall opposite door
6. Cabinets/dresser/TV located on same wall as door
7. Table & chairs located under front window
8. Large sliders and balconies usually near bed
9. Most hotels use the same layout for standard units
10. Interconnecting doors near rear
11. Restrooms usually in front of room, near front door
12. Table & chairs located at rear, near balcony or large rear window or slider
13. Simple numbering system for rooms - first number is floor, second numbers run clockwise or counter clockwise from front
14. In hotels, odd/even numbering in hallways

H. Apartment Planning

1. Apartments generally have identical layouts to the units above and below them
2. Plumbing (bathrooms, kitchens, etc.) often about the same rooms in the apartment next door
3. Next door apartments are usually mirror-images of each other
4. Simple numbering systems - similar to motels
5. Front door opens to living room

I. Other Considerations

1. Most common holdout places - bathrooms, attics, closets
2. Considerations for use of chemical agents
3. Most common hiding places for contraband - bathrooms and kitchens
4. Diversions - type and location
5. Penetration of 9mm rounds through walls

XVI. DEPARTMENT POLICY AND LEGAL CONSIDERATION

A. Search Warrant Hierarchical Index

1. **Lower Risk** - May be served by one or two investigators and/ or patrol personnel. Does not require an entry team.
2. **Moderate Risk** - May be served at the unit level
3. **High Risk** - May be served by a T.E.T. (tactical entry team) or by unit level.
4. **Highest Risk** - Shall be served by a Special Enforcement Bureau Special Weapons Team.

B. Check List for Escalation to Highest Risk Warrant

*The presence of any or all of the following hazards shall be considered when deciding whether or not to request a S.W.T. or T.E.T., in the execution of a plan to serve a high risk warrant.

1. Heavily barricaded location (i.e. sally-port, internal fortification, multiple gates, etc.)
2. Automatic weapons believed to be on the premises (CRI information, probable cause to believe, etc.)
3. Suspect(s) wanted for armed assault on a peace officer

4. Hostages believed to be at the location
5. Barred doors and windows
6. Counter surveillance (i.e. closed circuit T.V., intruder devices, etc.)
7. Guard dogs
8. Third strike candidate
9. Violent criminal history (armed violence against public or peace officers)
10. Firearms or other deadly weapons at the location (CRI information or observed by officers)
11. Threat by suspect(s) against officers

C. Should a proposed operation contain one or more of the hazards listed as items 1 through 4, it shall be deemed highest risk and service by a S.W.T. shall be required. In addition, if a proposed operation contains three or more hazards listed as 5 through 11, it is recommended that S.E.B. be contacted. S.E.B. personnel will assess the situation and assist the handling unit in determining whether or not a S.W.T. or T.E.T. will be needed.

D. If there is any doubt as to the appropriate level of support necessary to safely execute an operation, it is recommended that the unit contact S.E.B. for clarification.

E. In determining the need for a T.E.T., many factors should be considered; however the paramount issue is and will always be, the safety of those involved in the entry.

F. The responsibility for requesting a T.E.T. rests upon the concerned incident commander.

G. **Audio and Video Taping**

1. All search warrants served by S.E.B. or unit level personnel, shall be audio taped from the "knock and notice".
 - b. An exception to this is in the event that a warrant is being served at a place of business for the retrieval of either bank or business records.
2. Upon rendering the location secure, the entry team leader shall ensure that the location is video taped prior to a search for evidence or property. The location shall again be video taped prior to leaving the location.

H. **Knock and Notice 1531 P.C. & 844 P.C.**

1. Officers should go to the front door of the premises described on the warrant and knock on the door. If an occupant opens the door or states "who is it?", the officer should state "police officers, we have a search warrant, let us in".

2. If the door is opened and the occupant attempts to close it, officers may then forcibly hold the door open and enter. If it was merely a voice from within that asked, "who is it?", officers must then allow a reasonable time for the occupant to open the door before forcing entry. 30 to 60 second wait is probably sufficient in most case.

3. If it appears that the occupants are not going to answer the door or are arming themselves or are trying to destroy evidence, then entry can be made as soon as this becomes clear.

I. **Night Time Service**

1. Defined as those hours between 10:00 PM and 7:00 AM

2. Good Cause:
 - b. Case law clearly permits a night search upon a showing or probable cause to believe that the items to be seized may be moved, destroyed, secreted, or made otherwise unavailable if the warrant cannot be served during nighttime hours.

LUNCH

XVII. SIMUNITION SAFETY BRIEFING

- A. Students will secure all personal weapons and ammunition in their vehicles.
- B. A check for any weapons and live ammunition will be conducted by the training staff.
- C. Students will wear their own personal body armor and be issued eye, face and throat protection. All safety equipment will be double checked by instructors for proper fit and safety coverage.
- D. A Simunition weapon (painted blue), magazines (pre-loaded by the instructor) and all protective equipment will be issued to each student. Weapons and magazines will be loaded and inspected by a designated instructor prior to being issued. In the event that a student may need to load or unload their weapon the student shall perform this exercise under the strict supervision of an instructor, in a safe area.
- E. Each student as they enter the secured training area will again be checked by an instructor for any live ammunition or weapons.
- F. Optimum student/instructor radio should be 2-1. Each instructor is responsible for the safety guidelines in each scenario. Each participant also has the responsibility to call a halt to the scenario if a safety hazard arises.

XVIII. SITUATIONAL ROLE PLAYING

A. **Warrant Service / Two Story Condo**(no suspect - moving with the MP-5)

1. During this course the students will begin moving as part of a team, utilizing the MP-5 as the primary weapon. The students will not change prior tactical movement training.

B. **Warrant Service / Gary's Bar** (recovery of UC/CI -officer down)

1. During this course the students will be exiting a vehicle (van, Sudan) with the MP-5 as a team, make entry on a location, moving to the area where they will be extracting a dummy (simulated UC/CI) and exiting the location.

C. **Warrant Service / Upstairs Apartment** (immediate action)

1. During this course the students will be moving as a team, making entry into a location, confronting a suspect, engaging the suspect, exiting both a non-violent suspect and regressing out of the location.

a. suspect - armed

b. suspect - unarmed

D. **Vehicle Take Downs** (parking lot)

1. During this course the students will be exiting one of several vehicles (parked in a felony stop positions), engaging a suspect inside a vehicle, and as the suspects exits the vehicle, confronting the suspect.

a. suspect - armed and engaging team

b. suspect - unarmed with a cellular phone

E. **Vehicle - CI / UC recovery** (parking lot)

1. During this course the students will be utilizing a van, exiting the van,

Tactically moving to a vehicle occupied by a suspect and a dummy (simulated UC/CI), engaging a suspect and extracting the dummy.

a. suspect - armed - drops weapon hands up

- b. suspect - armed and engages team.

F. Live Fire Simulator (conducted in the mobile range) **OPTIONAL**

1. This exercise is conducted in the mobile range with at least two instructors present. A series of three video taped dynamic warrant service entries are played on a screen constructed of foam sheeting.

Students are put through this exercise one at a time. The student is given a fully loaded MP-5 and a Beretta 92F and placed approximately 15 feet away from the screen. The student takes a "ready pistol" stance with the weapon and is instructed to take appropriate action as the scenario is played. The scenarios begin and end from the "low ready" position. After each scenario, the student de-cock the weapon, leaving it on safe and hands it to the instructor. The student then moves forward with the other instructor to check their marksmanship and decision making.

Training Points and Tactics:

1. Principles of double tap and assess
2. Third eye principle
3. Threat assessment
4. Off target off trigger, on target on trigger
5. Combat shooting techniques
6. Weapon familiarity and proficiency

RANGE DAY 5

I. Introduce instructor and safety on the range.

Explain safety and range protocols.

(Live Fire) 1. Wrap Around Eye Protection is MANDATORY

2. Ear Protection is MANDATORY

3. Hats (Baseball Style) is Recommended

4. Long Sleeve Shirt is Recommended

5. We are Responsible for Each Others Safety - Anyone Seeing a Safety Problem Must Report it Immediately to an Instructor. Additionally, Anyone May Stop an Exercise if They See a Safety Problem

6. Report Any and All Injuries Immediately to an Instructor

7. AT NO TIME is any Participant Allowed to Leave the Training Area without the Permission of the Primary Instructor.

8. Remember to Work at Your Own Pace - Don't Over Exert Yourself

9. Realistic Training is Important, However Safety Comes First!

II. Weapon Maintenance - CLASSROOM

A. Break down of MP5 - cleaning

1. Cleaning - the MP-5 will function in extremely adverse conditions, will operate when extremely dirty and even damaged but will continue to fire. Should be cleaned after every time it is fired.

a. Fire 1000 rounds clean weapon.

b. Fire 300 rounds in an MP-5 SD weapon.

2. Solvents - **no gasoline** - use mineral spirits or dry solvents such as

Varsol, Safety Clean #105.

3. Bore Cleaners - Hoppe's Nitro Solvent, Shooters Choice etc..
4. Bore Brushes - never stainless
 - a. Bronze bristle
 - b. Copper
 - c. Brass
5. Patches
6. Lubricants - Break-free, Eze-ox, Slick 50 1 lube, etc..
7. Preservatives - Break-free, Ballistol, rig, etc..

B. Care and Cleaning of MP-5

1. Barrel - always clean from the chamber end.
 - a. Lube barrel inside and out.
2. Receiver - clean with mineral spirit solvents and brushes
 - a. Lube throughout
3. Bolt Group - clean with brush and solvents
 - a. Lube
4. Buttstock - clean with brush and solvents
 - a. Lightly Lube
5. Trigger Group - clean with brush and solvents, pouring may help
 - a. Lube - particular attention to the axles
6. Handguard - Wipe with a damp cloth, no lube.
7. Magazines - wipe the outside and the follower.
 - a. Lube - light - to prevent rust

8. Visual Checks - know your own weapon, if there is a problem, let the range staff know.

BREAK

LIVE FIRE - 9mm ball rounds - Students will have web gear on with the hand gun in holster.

II. Standards Drill Course - (Review of shooting the MP-5)

A. Standards Drill (no movement)

Load 1 magazine with 4 live rounds, load 1 magazine with 30 live rounds and 10 live rounds in the handgun magazine. The course of fire will be the following:

**Range
Drill
Rounds
Time**

Semi 10 yrds
Dbltap
2rds
1.5 sec

10 yrds
reload
reload,
2rds
8.0 sec
2rds,

10yrds
transitions
dry

fire MP-5, transition fire
2rds 4.0 sec

armor 10 yds body
2rds 2rds body,
head
2.5 sec

multiple targets 10 yds 2rds
each
target
2.5 sec

Auto 10 yds
auto 2
presses for 4rds (2rds each
press) 1.5 sec

armor 10 yds body
for 4rds (2rds each 2 presses
press) 2.5 sec

1 press for 2rds head

multiple 10 yds 2 presses for
4rds (2rds each press) 2.5 sec

Placing the weapons on safe and letting them hang (remembering the guns are loaded), the students will walk back to the 25 yard line and cover in front of their own target.

Semi 25yds
dbltap
2rds
2.0 sec

25 yds
dbltap kneeling 2
rds
2.5 sec

25 yds
dbltap prone 2
rds
3.0 sec

COMMAND - "Load", place magazine with 4 live rounds in weapon, from a standing position, put weapon into shoulder, low ready position. HAMMER PAIR. Second magazine in the pouch.

COMMAND - Each "whistle" sound, select semi-automatic (leaving it in this position for the remaining course of fire and or told to change to automatic), shooting two rounds into the body of the target. (emphasize trigger control and sight alignment).

COMMAND - "Unload", complete unload (weapons check), will be completed at the end of the course of fire. Students will check the targets and get direction regarding timed portion.

This course will be shot a total of three times, allowing the students to gain confidence in the timed portions.

TOTAL ROUNDS - 108 rounds

BREAK

III. Multiple Targets on the Move - CQB & Shoulder

A. Multiple Targets - automatic fire - on the move (forward and backward in pairs)

Load 2 magazines with 30 live rounds and 1 handgun magazine with 15 live rounds.

The course of fire will be completed two students at a time, firing at multiple targets, shoulder to shoulder.

COMMAND - Load - two students standing next to each other will load their handgun and re-holster. Load the MP-5 and at a low ready position.

COMMAND - "Move" - the students will move together from the 25 yard line towards the 5 yard once reaching the 5 yards line move backwards to the 25 yard line

COMMAND - Each "whistle" sound - select automatic fire with the MP-5 in the "**Shoulder**", each student will pull the trigger 2 times for 4 rounds into each target (two targets for the student on the left and two targets for the student on the right).

The "whistle" sound will be heard a total of eight times, which make each student transition to the handgun and fire 2 rounds from the handgun.

COMMAND - reload - the students will reload the MP-5 and continue with the same course of fire for an additional eight times in "**CQB**" firing position.

COMMAND - unload - the students will unload the MP-5.

This course will be fire a total of 2 times.

TOTAL ROUNDS - 120 rounds

BREAK/ LUNCH

IV. QUALIFICATION Course

A. Qualification course - this will be the Los Angeles County Sheriff Department - Minimum Performance Standards - Qualification (MPS-Q) for a total of 40 live rounds. The course will be the following:

Los Angeles County Sheriff Department

Minimum Performance Standards - Qualification

NAME _____

UNIT _____

DATE _____

Range Mode

Training Bureau Material : Weapons Training Unit Material

		Action (sec)	Pass	Pass	Fail	Time
w/re-mediation						
			5yds (dry fire Mp5, trans 3.0			Transition
	to handgun fire 2 rds body)					
5yds	Load					
			5yds Semi rds body) 1.5			Dbi Tap (2
			5yds Semi targets (2) 2.5			Multiple
	2 rds, body, each target					
			5yrds Semi Drill , 2rds body, 2 rds head 2.5			Failure
	(one rd in triangle, other in head)					
			5yrd Auto presses, 4 rds) 1.5			Dbi Tap (2
			5yrd Auto			Reload -

4rds body (2 presses)
8.0

Reload, 4rds body (2 presses)

5yrd Auto **Failure**
Drill - 4rds body (2 presses)
3.0

2rds head (1 press) (one rd in triangle,
other in head area)

5yrd Auto **On The**
Move - Backward - to 25yrd
1.5

4rds body (2 presses)

25yrd Semi **Standing -**
2rds body
3.0

25yrd Semi **Standing**
to Kneeling - 2rds body
4.0

or Squatting

25yrd Auto **On The**
Move - Forward - to 5yrd
4.5

4rds body (2 presses) - **Transition** -

To handgun fire 2rds body.

B. Two MP-5 magazines will be loaded with 30 live rounds (60 live rounds) and one handgun magazine will be loaded with 10 live rounds.

1. At the end of the course of fire, the student will have a total of 19 live rounds in the MP-5 magazines (one round will be ejected during the reload segment of the course, which will total the 60 rounds).

C. The qualification will be scored in two segments

1. Timed (pass, pass with re-mediation or fail)

2. Minimum passing is a score of 80 (2 points deducted for more or less than 19 live rounds left in the two MP-5 magazines and 2 points deducted for rounds outside the "Pop Bottle" target)

V. Debriefing and Critique

A. Debriefing and questions - students will be debriefed and allowed to ask questions regarding the training.

B. All students will insure they have signed all class rosters prior to leaving.

END OF Day 5

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-
-
-

• Firearms Instructor

Course Purpose:

The purpose of this course is to provide a 40 hour Basic MP5 Sub-Machine Gun instructor course to train law enforcement firearm instructors that are already certified to carry the MP5 sub-machine gun on duty. This course is designed to provide certified firearm instructors with the skills to teach others the use and application of the MP5 sub-machine guns in law enforcement situations. The course will cover the following: using proper body mechanics and ergonomics when shooting, advanced understanding of bio-mechanical functionality and develop synaptic memory during training, etc. The course will give the Los Angeles County Sheriff's Department the ability to continuously cultivate certified MP5 sub-machine gun instructors for the department.

I. Registration & Orientation (Classroom)

A. Student sign in

1. CA POST roster
2. Host agency personnel roster

B. Orientation

1. Instructor introductions
2. Student introductions
3. Review of range facilities

C. Safety Briefing

1. Review of firearms safety rules
2. Review range safety rules
3. Review course specific safety policy

II. Firearms Safety Instruction for Instructors (Classroom)

A. Discuss the four fundamental rules of firearms safety

1. Treat all firearms as if they are loaded.
2. Do not point the muzzle at anything you are not willing to destroy.
3. Keep your finger off the trigger, and on the frame, until you have made the Decision to shoot.
4. Be aware of your target, your backstop, and what is beyond.

B. Discuss all range safety rules & course specific safety policy (Attachment 1)

1. Must wear approved safety glasses and hearing protection
2. Keep handguns holstered until you are told to remove them
3. If you have a question, problem, cannot hear, or do not understand the Directions, stay on the firing line and raise your non-gun hand
4. Do not recover any dropped item until it is safe to do so
5. Follow all instructor commands
6. No live ammunition in the classroom

C. Discuss firearms safety violations resulting in removal from training

1. Any accidental discharge that leaves the range
2. Any accidental discharge which impacts within ten feet of the firing line in any
Direction
3. Pointing the muzzle of a loaded weapon at any student or instructor
4. Any person who repeatedly violates safety rules after repeated attempts at
Correction by staff

III. Range preparation and operation (Classroom)

A. Preparing range for training

1. Range inspection by instructors
2. Provide targets, ammunition and other training materials for students
3. Identify and correct any safety hazards

B. Safety briefing for students

1. The lead instructor will review of basic safety and range policy (see Attached
Policy, #1)
 - a. Ensure use of proper safety equipment by students and staff
2. Injury protocols
 - a. First aid
 - b. Emergency response notifications
 - c. Notifications to department personnel

C. Lead instructor

1. Has primary control of firing line

2. Directs instruction
3. Ensures lesson plan is followed

D. Assisting Instructors

1. Act at direction of lead instructor
2. Watch firing line and students for safety violations
3. All movement drills shall have one instructor for every two students

IV. MP 5 Qualification Course (Range)

A. Warm-Up course of fire (See attached course of fire, #2)

1. Students must have passed the 40 hour Basic MP 5 Operators course and be Current with their qualifications

B. Students are required to pass the MP 5 basic qualification course.

1. Students must qualify with iron sights
2. If the students has a holographic sigh, they must qualify with that as well.
3. Students must qualify using their support side.

C. Students are given 2 attempts to the MP 5 Qualification Course, for each qualification

Section. If a student does not pass the MP 5 Basic Qualification Course after the

Second attempt, the student will not be eligible to participate in the instructor

Program. The student can re-enroll in the MP 5 Instructor Course the next time it is

Presented.

V. Sights Adjustment, Iron and holographic (Range) (Attachment 3)

A. Instructors will explain the H&K iron sighting system

1. Front sight post
2. Rotary drum rear sight
3. Turning the drum does not change bullet impact

B. Iron sight adjustment Tool

1. The instructor will demonstrate how to use the H&K MP 5 sight adjustment tool

- a. Elevation, rotate the rear drum after capturing the spring detents with the sight adjustment tool, which allows the drum to rotate freely
- b. One 360 degree, complete, revolution will move the strike of the bullet 2 inches at 25 meters.
- c. Windage, the rear sight screw must first be loosened slightly to allow the windage screw to rotate.
- d. The windage screw is located on the right side of the rear sight housing
- e. One 360 degree, complete, revolution will move the strike of the bullet 2 inches at 25 meters.
- f. Remember lower or Left- Clockwise (**L-L-C**) for adjustments
 - i. To move bullet strike lower, the rear sight should be moved clockwise.
 - ii. To move the bullet strike left, the windage screw should be rotated clockwise.

C. Holographic sight and mount(s)

1. The instructor will discuss the different holographic sights allowed for detective Division and different LASD units.
2. The instructor will discuss the different sight mounts
 - a. Low profile that allow you to see the iron sights thru the holographic sight
 - b. Low profile holographic sight that blocks the view of the iron sights
 - c. Medium to high profile that allows you to see the iron sights underneath the holographic sight that is mounted above.

VI. History and Variations of the Heckler and Koch 5 (Classroom)(Attachment 4)

A. Different MP 5 assigned to LASD Detective Division Personnel

1. Narcotics Bureau- MP 5-A3, with Navy Trigger Group
2. Operation Safe Streets- MP 5-K with Burst Trigger Group
3. Different models/variants of the MP 5 assigned to LASD Detective Division personnel
4. Narcotics Bureau- MP 5-A3, with Navy Trigger Group
 - a. The MP 5- A3 is the full-size MP 5, submachine gun, with a retractable stock
5. Operation Safe Streets- MP 5-K with Burst Trigger Group
 - a. The MP 5-K is a short version (the "K" stands for "Kurz"

meaning short.

B. Discuss the weapons used by Los Angeles County Sheriff's Department Special Enforcement Bureau

1. MP 5-A3 and MP 5-SD
2. The MP 5- SD has an intergraded suppressor (the "SD" stands for Schall Daempfer" meaning sound damped)

B. Discuss deployment and storage of the MP 5

1. Sheriff's Bureau
2. Participating agencies Policies
3. Vehicle gun safes
4. Location of parking county vehicle equipped with a MP 5
5. Education of family members, especially children
6. Criminal Storage of a Firearm 25100 (a) (1) PC- The person keeps any loaded, Firearm within any premises that are under the person's custody or control,
25105PC- The firearm is kept in a locked container or a location that a Reasonable person would believe to be secure.

VII. Firearm Nomenclature & Cycle of Operation (Classroom)(Attachment 5)

A. Nomenclature

1. Instructors will identify and discuss external nomenclature

2. Instructors will identify and discuss internal nomenclature

3. Instructors will explain and discuss the cycle of operation of a MP 5
 - a. Feeding
 - b. Chambering
 - c. Locking
 - d. Firing
 - e. Unlocking
 - f. Extracting
 - g. Ejecting
 - h. Cocking

VIII. Break Down, Assembly and Function Check (Classroom)(Attachment 6)

A. The instructor will explain and demonstrate how to break down the MP 5

1. The instructor will identify common mistakes made by beginner user of the gun

B. The instructor will identify common broken parts on the MP 5 that may cause

Malfunction

1. Broken or cracked extractor
 - a. Or extractor spring
2. Broken locking roller ball plate

C. The instructor will explain and demonstrate how to reassemble the MP 5

1. The instructor will highly common mistakes made by begging users of

The gun

D. The instructor will explain and demonstrate how to perform a function check.

1. The instructor will highly common mistakes made by begging users of the gun

IX. Firearms maintenance (Classroom)

A. Identify materials needed for cleaning

1. Cleaning rags and patches
2. Cleaning rods, patch holders, bore brushes
3. Cleaning brushes
 - a. Specific MP 5 chamber and flute brush
4. Solvent and lubricant

B. Safety

1. Working area
 - a. well ventilated
 - b. No live ammunition
2. Ensure firearms are unloaded

C. Use protective gloves and safety glasses

D. Conduct a function test after the weapon is re-assembled and cleaned.

X. Range commands and terminology (Classroom)

A. Discuss and define specific commands and phrases that may be utilized by instructors

During the course

1. Consistent phrases such as
 - a. "Low ready" vs "standby" commands
 - b. Reminder of "Off Sights"
 - c. "Threat" vs "Gun" commands

Verbal commands like these will be used throughout the training course at various times.

B. Voice Projection (when P.A. systems are not available)

1. Commands loud enough for students to hear
2. Commands loud enough for fellow instructor to hear
3. Additional instructors can repeat commands

XI. MP 5 Instruction, Location of Spare Magazine and Equipment Setup. (Classroom)

A. Instructors will explain and demonstrate the three different types of slings

1. H&K sling
 - a. Might not fit larger students, especially while wearing a vest
 - b. Difficult to switch shoulders

2. Two point quick adjustable sling
 - a. Can slow the magazine exchange

- b. Difficult to switch shoulders
3. Single point and vest integrated.
- a. Not ideal for going “hands on” with suspects
 - b. Difficult to work the pick or ram
4. The instructor will discuss carrying extra MP 5 magazines
- a. Using the double magazine clam
 - b. In a drop thigh rig
 - c. In the vest

XII. Use of Force Policy (Classroom)

A. Department use of force policy (Classroom)

- 1. LASD Personnel Refer to Department Manual of Policy and Procedures
- 2. LASD Situational Use of Force Options chart
- 3. Participating Agencies will be directed to refer to their agency policies.
- 4. Participating Agencies will be directed to refer to their force continuum

B. Department use of firearms policy

- 1. LASD Personnel Refer to Department Manual of Policy and Procedures
- 2. Participating Agencies will be directed to refer to their agency policies
- 3. Discuss the reverence for human life by law enforcement

C. State and Federal case law

1. Tennessee vs. Garner
2. Graham vs. Connor

XIII. Firearms Training & Liability (Classroom)

A. Instructor liability

1. Be familiar with state and federal law regarding law enforcement training
 - a. 42 U.S.C. 1983- Person(s) under color of authority injure or deprived an individual of their constitutional rights/privileges is liable to the party injured in a law suit.
 - b. California Government Code 810, 820(a) &(b) and 995
 - c. Discuss lawsuits that can occur when and individual is not up to date with policy mandated training
 - d. City of Canton, Ohio v. Harris 109 S Ct. 1197 (1989)
 - e. Young v. City of Killeen, Texas, 775 2d 1349 (5th Cir. 1985)
 - f. Owens v. Hass 601 F. 2d 1242 (1979)
 - g. McClelland v. Facticeau 610 F. 2d 693 (1979)
 - h. Meistansky. New York, 140 N.Y.S. 2d 212 (1955)
2. Use and follow approved lesson plans
3. Only use approved shooting drills and techniques
4. Ensure all class related documentation is retained
5. Become fluent with department policies/guidelines

B. Discuss the Certification/Recertification of the basic MP 5 Operators Course

1. Pre-requisites to certify
2. Frequency of courses throughout the year
3. Length of the certification/recertification of the course
4. Expiration of certification

C. Instructor integrity

1. Follow the established lesson plan
2. Adhere to course hours
3. Hold all students to established qualification standards
4. Properly record student scores

XIV. Adult Learning Concepts (Classroom)

A. Discuss Bloom's Taxonomy with the students

1. Consider what level of learning you want to provide
 - a. Beginning levels of simply remembering/applying
 - b. Higher levels of evaluating/creating
2. Evaluate material you are presenting
 - a. Is there a need for this material?
 - b. Is the material current?
 - c. Is it up to industry standard?

B. Four modalities of learning

1. Visual learner
2. Auditory learner

3. Tactile learner

4. Kinesthetic learner

C. Have the ability to apply teaching techniques that appeal to all different learning

Styles

1. Converger

a. Succeed best in activities requiring practical application of ideas

2. Diverger

a. Draw on imaginative aptitude and the ability to view complex situations
from many perspectives

3. Assimilator

a. Excel in the creation of theoretical models and inductive reasoning.

4. Accommodator

a. Strength in doing things and getting fully involved in new experiences

XV. Lesson Plan Development And Preparation

A. The students will be instructor on how to develop and prepare different courses of fire.

1. Identify subject to be taught

2. Determine the desired outcome

3. Prepare written plan

4. Usually outline format

5. Seek input from peers and supervisors

B. Consider

1. Equipment needed
2. Ammunition needed
3. Number of instructors needed
4. Set up time
5. Students experience level

XVI. Public Speaking & Presentations (Classroom)

A. Scheduled/structured curriculum

1. Present the necessary information
2. Stay within the scheduled time block
3. Engage entire student body
4. Avoid crutch words/phrases

B. Handling last minute unplanned changes to scheduled/structured curriculum

1. Adapt to changes in curriculum
2. Able to fill in for scheduled speaker
3. Adapting to new or unfamiliar topics
4. Adapt to changes in lecture duration

C. Engaging student body

1. Awareness of body positioning between presenter and audience
2. Engaging all types of students and learning modalities
3. Awareness of student body demographics and lecture content

XVII. Introduction to Lecture Presentations (Classroom)

A. The students will be assigned one of the fundamentals of marksmanship (Student 5

Minute presentations on the Day 2).

1. Stance
2. Grip, both pistol grip (strong hand) and front handguard (support hand)
3. Sight picture
4. Sight alignment
5. Trigger control
6. Breathing
7. Stock placement in the shoulder
8. Follow through

XVIII. Loading and Unloading Procedures (Range)

A. Instructors will discuss the concept of the loading procedure (loading and unloading

Upon command)

1. Builds consistency
2. Ensures MP 5 is in the proper condition (loaded or unloaded)

B. The instructor will explain and demonstrate how to properly unload the MP 5

1. Lock the cocking lever to the rear, using the blade of the hand
2. Pull out the magazine
3. Place the selector level on safe
4. Visually and physically inspect the chamber of the weapon

XIX. Different Loading Techniques (Traditional H&K, LASD Narcotics, LAPD style and speed)

A. Instructors will explain and demonstrate the H&K procedures for loading a MP 5

1. Grab the new magazine
2. Lock the cocking lever to the rear (using the blade of the hand, not the fingers)
3. Extract the old magazine
4. Insert the new magazine, pull down to confirmed it's seated correctly
5. Slap the charging handle forward
6. Fire the MP 5

B. Instructors will explain and demonstrate LASD Narcotics procedure for loading a

MP 5

1. Lock the cocking lever to the rear (using the blade of the hand, not the fingers).
2. Remove the old magazine
3. Grab the new magazine
4. Insert the new magazine, pull down to confirmed it's seated correctly
5. Slap the charging handle forward
6. Fire the MP 5

C. Instructor will explain and demonstrate the LAPD procedure for loading the MP 5

1. Remove the old magazine
2. Grab the new magazine
3. Insert the new magazine, pull down to confirmed it's seated correctly
4. Pull the cocking lever to the rear to release. (do not lock it to the rear)
5. Fire the MP 5

D. Instructor will explain and demonstrate a speed reload

1. Remove the old magazine
2. Grab the new magazine
3. Insert the new magazine, pull down to confirmed it's seated correctly
4. Fire the MP 5

XX. Introduction to Basic Semi-Automatic mode Shooting (Range)(Attachment 7)

A. Instructors will explain and demonstrate the basic semi-automatic shooting drills and identify common mistakes made by beginning students.

1. Transitions drills
2. Control pair verse hammer pair
3. Failure drill
4. Multiple target drill
 - a. Conducted to left right of the student
5. Firing position
 - a. Standing
 - b. Kneeling or squatting
 - c. Prone
6. Support side shooting
7. Roll out and or step out
 - a. Conducted from strong and support side
8. Slide step and static turns
9. Stoppages and malfunctions

- a. Poorly seated magazines
- b. Empty chamber
- c. Bad round
- d. Failure to eject
- e. Failure to extract

XXI. Shooting on the Move

A. Instructors will explain and discuss conducting live fire exercises

- 1. Stay close to student for control
- 2. Identify hazards

B. The instructor will demonstrate the proper way to shoot on the move. Forward, Backwards, and diagonally

- 1. The instructor will identify common mistakes by beginning students

C. The students will shoot on the move in semi-automatic mode

- 1. Move forward
- 2. Moving backward
- 3. Moving on a diagonally
- 4. Moving in pairs

XXII. Instructors will Explain and Discuss Targets Selection

A. Paper targets

- B. Use of “No Shoot” targets to give the student the opportunity to practice judgement
And trigger control.

C. Steel target considerations

1. Targets safety of use for close quarter battle (CQB)
2. Quality of steel targets used (hardness level, pitting, etc.)
3. Potential ricochets and backsplash angles
4. Backspots
5. Impact area sizes must increase in relation to firearms effective distance
 - a. Handguns (0-25 yards)
 - b. MP 5 (0-100 yards)

XXIII. Student Presentations on Semi-Automatic Course of Fire (Range)

- A. The student will instruct the other members of the class on one of the prior days
Semi-automatic course of fire using the lesson plan they prepared the day before
1. Not more than 15 minutes per student

XXIV. Introduction to Automatic Fire (Range)

- A. The instructor will explain to the student how to properly fire the requested numbers
Of rounds while in the fully automatic position
1. Explain and demonstrate how the proper body position and control over the
Weapon will keep the multiple rounds close to each other
 2. Demonstrate common mistake made by beginning shooter

B. Instructors will demonstrate the student will perform trigger control drills using

Different courses of fire

1. Firing the correct number of rounds per squeeze
2. Multiple targets
3. Failure drills
4. Roll out and step out
5. Side step and static turns

C. Drug and armor drills (Range)

1. The object is to stop the suspect when center mass shots haven't worked
Consider the human body and those areas or body parts that allow an individual
To function.
 - a. Head- if one can destroy the brain and C-spine then it holds true that one's
ability to function will be halted.
 - b. Pelvic area/girdle- The pelvic girdle becomes a viable point of aim and
impact in stopping the threat, not because it increases lethality potential, but
because the body's weight is supported by the pelvic girdle and if that is
destroyed the threat may lose mobility.

D. Students will shoot in fully automatic mode while on the move

1. Moving Forward
2. Moving backwards
3. Moving diagonal
4. Moving in pairs

E. Students will fire the weapon in fully automatic mode from the different shooting

Platforms

1. Kneeling or squatting
2. Prone

F. Close Quarter Battle Technique (CQB) (Range)

1. CQB is used when the stock on the MP 5 is not fully extended or the Shooter cannot obtain a cheek weld.

2. Components of CQB

- a. Support arm locked out
- b. Sling tight
- c. Firearm chin level, centered on the body
- d. Both eyes open- referencing across top of front sight
- e. Remove safety while presenting firearms

3. The student will demonstrate proficiency in shooting from different positions

- a. Fallen down
 - i. The students will shoot from their back, stomach, left and right sides
- b. Wearing a gas mask
- c. Off balance or surprise assault

XXV. Low-Light Firearms Training (Classroom & Range)(Attachment 8)

A. The instructor will discuss "Low-Light" firearms training (Classroom)

1. Officers killed in the line of duty

- a. Majority of officers killed during low-light hours
- b. Majority of fatal incidents occurring during low-light
- c. 20% of fatalities during day occurred in low-light conditions

2. Concepts of low-light firearms training

- a. Obtain/Maintain a position of advantage
- b. Maximize situational awareness
- c. Control the suspect's actions

3. Tactics low-light firearms training

- a. Reading lighting conditions
- b. Operate from the lowest level of light
- c. Avoid telegraphing/backlighting
- d. Identifying threats
- e. Engaging threats

B. The instructor will discuss low-light MP 5 equipment (Classroom)

1. Weapon-mounted lights

- a. Dedicate light mount, i.e. Surefire
- b. Rail system with attached light
- c. Location of the pressure or activation switch
- d. Brightness and beam profile
- e. Optic brightness possibly being "washed out" by high powered lights
- f. LED light source

- g. Durability/reliability
- h. Powering on and off the weapon illumination device

2. Hand-held lights. The instructor will demonstrate the use, and different styles, of

Using a handheld flashing while deploying the MP 5(Attachment 9)

- a. Support arm under the barrel applying pressure against the magazine
- b. On top of the barrel, on the support side
- c. High-output/quality
- d. Simple user interface
- e. Reliable power
- f. Tactically correct switching

C. Range safety during low-light conditions (Range/ No Live-Fire)

1. Instructor will discuss considerations

- a. Range Safety officer locations
- b. Visual clearance of firing line
- c. Clarity/volume level of range commands
- d. Use of ambient light to illuminate demonstrations

2. Low-light courses of fire (Range/Live-Fire)

- a. Students will shoot the same daytime course of during low light conditions

This will give them the opportunity to utilize the weapon mounted lighting

System during the course.

3. The instructor will demonstrate how to conduct a reload while using a hand held light

- a. Students will shoot different courses of fire using the hand held flashlight and conduct reloads

4. Low light qualification

- a. Using weapon mounted lights
- b. Using a hand held light

XXVI. Coaching Struggling Shooters (Classroom & Range)

- A. Instructor will explain training the struggling shooter vs. the problem shooter (Classroom)

- 1. Struggling shooter

- a. Wants to improve
 - b. Good attitude

- 2. Problem shooter

- a. Indifferent or poor attitude
 - b. No interest in improving

- B. Students will coaching and instruct the struggling shooter (Range/Live-Fire)

- 1. Struggling shooters will fire onto paper targets from varied distances (3 yd- 15 yds)
 - 2. Be positive
 - 3. Diagnosing mistakes made by struggling shooters
 - a. Watching shooter

- i. Stance
 - ii. Stock position
 - b. Target analysis
 - c. Use of inert training rounds
4. Correcting poor shooting
- a. Use of inert training rounds
 - b. Dry firing
5. Common shooting errors
- a. Anticipation
 - b. Incorrect sight alignment
 - C. Not using sights

XXVII. Student Presentations (Classroom & Range)

A. Each student will conduct a 15 minute range presentation on a pre-approved

Topic which will include the following

- 1. A written lesson plan
- 2. A written course of live fire
- 3. Conduct a live fire exercise
- 4. Each student will conduct a 150 minute range presentation on a pre-approved

Topic which will include the following

- 5. The course of fire can be their semi-automatic or fully automatic

Students will select their topic on the second day of the course. Once approved the Student will have two days to write, create and present the presentation

XXVIII. Review, Critique, and Graduations

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

GENERAL SAFETY POLICY

It shall be the policy of the Los Angeles County Sheriff's Department to conduct all training in such a manner as to promote an attitude of safety among instructors and students alike. The efforts of all personnel involved in training shall be directed toward ensuring a safe atmosphere within which maximum training benefit can be realized.

I. STAFF/ADMINISTRATIVE RESPONSIBILITIES

A. Training staff shall provide advance notice to prospective trainees (and their agencies where applicable) regarding anticipated physical demands and/or physical performance

expectations.

B. Training staff shall ensure that students are issued or are notified of their responsibility to bring proper training/safety equipment to class.

C. Instructors shall be provided with a copy of the specific safety guidelines pertaining to their course of instruction prior to the commencement of their class.

D. Training staff shall ensure that emergency communications (phone, radio or other means) are accessible at all training sites, and shall immediately make appropriate notifications in the event of an emergency. As soon as feasible, they shall also notify a supervisor.

E. Training staff shall identify which medical facilities and emergency services are available or subject to call in the event of an emergency or student injury.

F. Training staff shall be CPR/First aid certified

II. INSTRUCTIONAL STAFF-TO-STUDENT RATIOS

A. Instructional staff-to-student ratios for each psychomotor skill area have been established. Factors considered in establishing these ratios included, but were not limited to:

- the intensity or pace of the training experience
- student familiarity with the material
- characteristics of the training site
- injury potential
- active versus passive participation

B. The specific ratios are identified in the individual course specific safety policies.

C. Reassessment of the staff-to-student ratio will be initiated when curriculum changes are proposed or when course structure is otherwise modified.

III. INSTRUCTOR RESPONSIBILITIES

A. The Lead Instructor or designee shall be responsible for conducting safety inspections of students, facilities and any equipment used for training.

- B. Instructors should be aware of environmental factors such as weather or air quality and adjust the instruction as necessary.

- C. The Lead Instructor or designee shall verbally review specific safety rules with students.

- D. Specific safety rules shall be incorporated into lesson plans. Copies of safety rules may be distributed to students as part of the course handouts.

- E. Instructors shall advise students of their responsibility to report and/or stop unsafe actions during training.

- F. Instructors shall display an attitude of safety and a professional demeanor at all times.

Attachment 1

IV. STUDENT RESPONSIBILITIES

- A. Students shall immediately notify the training staff of any known pre-existing medical condition which is likely to be aggravated by, or effect performance during training.

- B. Students shall be excluded from training when doubt exists as to the student's medical fitness unless evidence of medical or physical fitness is provided.

C. Students shall bring and/or utilize proper training/safety equipment, if applicable.

D. Students shall immediately notify a member of the training staff of any injury suffered during training.

E. Students are responsible for adhering to all course specific safety policies of individual courses.

V. RESPONSE TO INJURIES

A. In the event of an injury, the following actions shall be taken as necessary:

- Minor injuries
 - o Training staff will render first aid at the training facility.
 - o Obtain appropriate medical assistance. In all cases where a student loses consciousness, an evaluation shall be sought from a competent medical authority before the student is allowed to return to training.
 - o Render the area safe to prevent further incidents.
- Moderate injuries
 - o Render the area safe to prevent further incidents.
 - o Obtain appropriate medical assistance. In all cases where a student loses consciousness, an evaluation shall be sought from a competent medical authority before the student is allowed to return to training.
 - o Render the area safe to prevent further incidents.
- Life-threatening injuries

- o Immediately request LA Co Fire Department to respond to the training facility (request via telephone or radio).
- o If injury is a gunshot to the extremity, training staff will provide combat casualty care and notify 911 operator a helicopter may be landed on the main range.

Attachment 1

- o If injury is a gunshot to any part of the torso, training staff will provide combat casualty care and transport to Henry Mayo Hospital (ER (661) 253-8112). Training staff will advise the trauma nurse of the situation.
 - Initiate student emergency notification information and agency notification requirements.
 - Investigate and complete an employee injury report using Department approved reporting procedures.
 - Students who suffer an injury which requires treatment by a physician must obtain a medical release before they will be allowed to resume training.
- Medical facility for injuries both moderate and life-threatening injuries

Henry Mayo Newhall Memorial Hospital

23845 McBean Parkway

Valencia, Ca 91355

661-253-8000

VI. COURSE-SPECIFIC SAFETY RULES

A. Specific safety rules and procedures for individual subject areas are attached. Specific rules vary due to difference in subject matter, tasks to be performed and the particular training environment or site.

LOS ANGELES COUNTY SHERIFF DEPARTMENT

COURSE SPECIFIC SAFETY POLICY

FIREARMS INSTRUCTOR PROGRAM

PDC WEAPONS TRAINING FACILITY

PURPOSE:

To identify safety concerns for students attending training at the PDC Weapons Training Facility.

TRAINING FACILITY:

The PDC Weapons Training Facility is located on the grounds of the Pitchess Detention Facility. This facility serves as the primary training facility for all Departmental and outside agency personnel. The range facility is comprised of twelve individual ranges.

A PDC Combat Ranges

1 Multi-purpose ranges utilized for firearms training.

a There is one instructor to five students for static drills, and a minimum of one instructor to one student for movement drills

b All movement and instruction occurs at the direction of the primary instructor

c Students are advised of all safety procedures and rules

d Safety rules shall be clearly posted on the facility

e A safety inspection of the range shall be conducted by instructors prior to

use and after use to ensure all equipment is properly functioning

f All students shall sign a roster of attendance and must attend a safety briefing which outlines in detail all safety procedures and rules of the range.

g Instructors shall check the bullet impact area should be checked to ensure functionality. All deflection barricades, traps and ricochet barriers should be checked on a regular basis, by an instructor, to prevent deterioration and failure.

h Range managers shall be aware of EPA and OSHA regulations and have these regulations available.

i Perimeter safety measures shall be utilized to warn personnel when the range is active ie: red flag, posted signs

Attachment 1

j Safe areas shall be clearly identified and accessible for use by non-participating personnel, who will be monitored by a an instructor who is not providing instruction at that time.

k Sand barrels shall be readily available for the safe loading and unloading of weapons.

l Students shall be verbally advised of loading and unloading procedures and shall be monitored by range staff.

m Weapon safety inspections shall be conducted by instructors prior to the start of the range activities and upon return from breaks

n Adequate lighting shall be available to illuminate safety areas and potential hazard areas during low light and night shooting exercises.

o Students shall be advised to wear appropriate protective clothing and safety gear during inclement and extreme weather.

p A first aid kit containing a trauma bag for gunshot wounds shall be readily available to provide immediate treatment for injuries pending the arrival of emergency personnel.

q Reactive targeting systems shall inspected to prevent ricocheting bullets from returning to the shooter.

r Tactical shooting courses shall be constructed to ensure minimal ricochet hazards

s Safety equipment shall be worn during all shooting exercises. (Glasses, ear protection)

t Firearms shall conform to the safety level of the range being used (ie; high velocity equipment shall not be used on a low velocity range)

u Instructors shall be readily identifiable by their uniforms, which consist of red polo shirts that identify them as weapons training instructors.

2 Instructional Staff

- a Instructors and range-masters shall be certified in firearms instructional courses

- b Firearms instructors are encouraged to network with others to maintain updated information.

- c Instructors should have a broad knowledge base of weapons in general and an extensive knowledge base on department certified weapons.

- e Instructors shall actively advocate off trigger firing discipline prior to target acquisition.

- f Instructors shall conduct a walk- through of tactical moving exercises prior to execution

- g Instructors shall remind students to wash their hands after shooting and prior to eating

A Students and staff alike are responsible for their conduct on the range.

All department guidelines, policies and procedures shall be adhered too.

The following guidelines shall be utilized.

- 1 Attending the pre-course safety briefing is mandatory, no exceptions.
- 2 Safety equipment shall be issued and fitted.
- 3 Students shall be verbally advised of safety guidelines
- 4 A walk through of the range shall be conducted to identify potential hazards.
- 5 All instruction shall come from the primary instructor.
- 6 Instructions shall be given prior to each course of fire.
- 7 All instruction shall be strictly adhered to.
- 8 Instructors shall monitor the firing line while it is active
- 9 All movement will be controlled by the primary instructor
- 10 Weapons shall be treated as if they are loaded.
- 11 All clearings shall be done on the line under the supervision of instructors or in the clearing barrel

Attachment 1

12 All ammunition and magazines shall be accounted for

13 No weapons shall be left unattended

RESPONSE LOCATION:

A Medical facility for injuries both major and minor

1 Henry Mayo Newhall Memorial Hospital

23845 McBean Parkway

Valencia, Ca 91355

661-253-8000

RESPONDING EMERGENCY UNITS:

For all emergencies dial 911

A Responding emergency units

1 Los Angeles County Fire Department

Station 76

27223 Henry Mayo Dr

Valencia, Ca 91355

2 Los Angeles County Sheriff Department

Santa Clarita Station

23740 Magic Mountain Parkway

Valencia, Ca 91355

661-255-1121

Attachment 1

All injuries and medical emergencies must be documented and proper notifications made to:

Range Sergeant & Lieutenant

Training Bureau Sergeant, Lieutenant & Captain

Student's Home Unit

Attachment 2

MULTIPLE TARGET AUTO

1. 10 yards

- 3RD burst their target- 3 repetitions

2. 10 yards

- 3rd burst their target, 3rd burst their partner's target- 3 repetitions

3. 10 yards

- 3rd burst their target, 3^{rs} burst their partner's target, then back to their target with a 3rd burst- 3 repetitions

RELOAD MAGAZINES AND RETURN TO THE LINE

4. 10 yards

- 3rd burst their target, step to right and cover their partner's target. Shoot at one target and make one movement, either left or right as required.

- 3rd burst their partner's target, step to left and cover their target
- 3rd burst their target, step to right and cover their partner's target.

5. 10 yards

- 3rd burst their target, step to the right, 3rd burst their partner's target, then step back to the left and cover their target. Shoot at two targets and move twice, once to their partner's target and then move back to their- **3 repetitions**

6. 10 yards

- 3rd burst their target, step to the right, 3rd burst their partner's target, then step back to the left, 3rd burst their target, then step to the right and cover their partner's target. Shoot at three targets and move three times. **3 repetitions**

RELOAD MAGAZINES AND RETURN TO THE LINE

7. 10 yards

- On the command "up" step right. 3rd burst their partner's target, step left and cover their target. Two movements and only one target is shot. – **3 repetitions**

8. 10 yards

- On the command “up” step right, 3rd burst their partner’s target, step left, 3rd burst their target, move right and cover their target. Three movement and two targets are shot. – **3 repetitions**

9. 10 yards

- On the command “up” step right, 3rd burst their partner’s target, step left, 3rd burst their target, move right, 3rd burst their target and cover their partner’s target. Four movements and three targets are shot. – **3 repetitions**

Note: Present the Sub Gun as you move. Do both at the same time.

Attachment 2

MULTIPLE TARGETS

-

Prioritization

When confronted by multiple threats one engages the greater priority threat until the threat is under control or is no longer the greatest threat, then the shooter moves on to the next threat.

Spread Fire

Conceptually, one may do this in a situation where all the threats must be dealt with now, neither threat is necessarily greater than the other.

A. Identifying Targets

Perhaps the most important factor in a potential shooting situation is the ability to assess the threats and discriminate targets.

B. Smooth Firearm Movement

C. Jerking

D. Tunnel Vision

E. **One Target at a time**

The gun must stop on each target just long enough for the shooter to fire.

1. 10 yards

- Double tap their target- 3 repetitions

2. 10 yards

-Double tap their target, double tap their partner's target- **3 repetitions**

3. 10 yards

- Double tap their target, double tap their partner's target, then back to their target with a double tap – **3 repetitions**

Attachment 2

RELOAD MAGAZINES AND RETURN TO THE LINE

-

4. 10 yards

- Double tap their target, step to right and cover their partner's target. Shoot at one target and make one movement, either left or right as required.

-Double tap their partner's target, step to left and cover their target.

-Double tap their target, step to right and cover their partner's target.

5. 10 yards

- Double tap their target, step to the right, double tap their partner's target, then step back to the left and cover their target. Shoot at two targets and move twice, once to their partner's target and then move back to theirs. **3 repetitions**

.6. 10 yards

- Double tap their target, step to the right, double tap their partner's target, then Step back to the left, double tap their target, then step to the right and cover their partner's target. Shoot at three targets and move three times – **3 repetitions**

RELOAD MAGAZINES AND RETURN TO THE LINE

-

7. 10 yards

- On the command “up” step right, double tap their partner's target, step left and cover their target. Two movements and only one target is shot- **3 repetitions**.

8. 10 yards

- On the command “up” step right, double tap their partner's target, step left, Double tap their target, move right and cover their target. Three movements and two targets are shot. – **3 repetitions**

9. 10 yards

- On the command “up” step right, double tap their partner’s target, step left, double tap their target, move right, double tap their target and cover their partner’s target. Four movements and three targets are shot. **3 repetitions.**

Attachment 3

Sights

The sights on the HK Submachine Gun are called “Diopter, Meaning “as seen through”. They take advantage of the natural ability of the eye and brain to easily align concentric circles.

Sight Picture

The shooter obtains correct sight alignment by looking through the desired rear sight aperture and centers the front sight holder within the rear sight aperture with an equal circle of light around the front sight holder. The sights are now properly aligned. Maintain that sight alignment and place the front sight post on the desired point of impact on the target (sight picture).

Rotary Drum

MP5's have a rotating rear sight drum that provides 4 various width apertures. Rotating this drum does not change the impact of the rounds down range. They are for eye relief only. The selection of the appropriate size aperture is usually done according to the shooter preference, However, for more precise shooting the firer should select the smallest aperture that still allows a circle of light (halo) between the rear sight aperture and the outside of the front sight holder. The UMP has a flip up sight. One is the diopter and the other is a notch.

Factory 3 Group

The firearms must shoot 5 rds that fall within a 3 inch circle at 25 meter before it is shipped from Germany.

Trajectory

Generally speaking, zeroing the MP5 at 25 meters will put you generally high at the 50 meter and generally back on at the 50 meter and generally back on at the 100 meter line. However, as ammunition varies so does trajectory, thus you should test each type of ammunition used in the firearm. The affective range for both the MP5 and the UPM is 100 yards or meters.

Sight Adjustment Tool

The MP5 sight adjustment tool consist of two pieces: the Lever Cylinder and the Phillips Head Screw Driver. The UMP tool is a 2mm hex head wrench.

Attachment 3

Elevation

Rotate the rear sight drum after capturing the spring detents with the sight adjustment tool, which will allow the drum to rotate freely.

Windage

The rear sight lock screw must first be loosened slightly to allow the windage screw to rotate. With the screw driver, rotate, the windage screw located on the right side of the rear sight housing. The windage screw will have a slight amount of free plat left and right when turned before any resistance is met. This free play should be taken out prior to the rotation being made and does not count as part of the rotation.

1-turn=2" at 25 yds

One 360 degree, complete, revolution of either the rear sight drum or the windage screw will move the strike of the bullet 2 inches at 25m (when zeroing at 25m). one revolution can be determined by keeping an eye on the start position of a particular aperture on the rear sight drum and then rotating the drum until that aperture is in the same position. A mark can be placed on the screw driver so that one revolution ca be determined when

adjusting the windage screw.

LLC = MP5

Bullet impact low or left Clockwise – This means that if the shooter wants to move the strike of the next group LOW or down, the rear sight drum should be rotated clockwise. Also, if the shooter wants to move the strike of the next group LEFT, the windage screw should be rotated clockwise. Obviously an up or right adjustment would require the rotations be counterclockwise.

Attachment 3

LRC=UMP

Bullet impact low or left Clockwise – This means that if the shooter wants to move the strike of the next group LOW or down, the rear sight drum should be rotated clockwise. Also, if the shooter wants to move the strike of the next group RIGHT, the windage screw should be rotated clockwise. Obviously an up or right adjustment would require the rotations be counterclockwise.

Attachment 4

DESCRIPTION

The Heckler & Koch MP5 Submachine gun is a lightweight, air-cooled, magazine-fed, delayed blowback operated, select-fire weapon that can be shoulder or hand fired. The H&K MP-5 submachine gun is chambered for various pistol cartridges to include 9 X 19 mm Luger, .40 S&W, and 10 mm Auto. It fires from a closed-bolt position in semi-automatic, 2 or 3-round burst, and sustained fire modes. The weapon utilizes the unique H & K roller-locked bolt system used commonly throughout the H & K family of small arms.

The unique features of the H & K MP-5 submachine gun include a free floating cold hammer-forged barrel, stamped sheet steel receiver, fluted chamber, straight-line stock and a pistol grip with ambidextrous safety/selector lever.

The modular design of the weapon consists of six (6) assembly groups, not including the carrying sling. This design provides an unmatched degree of flexibility as these groups can be exchanged with optional groups to create various styles of weapons for numerous operational requirements. This design also allows assemblies

to be repaired separately from the weapon, which can be fitted with a new group and immediately returned to service.

The serial number of the MP-5 submachine gun is located on top of the weapons receiver just forward of the rear sight assembly. On pre- 1989 sound suppressed MP5SD models the sound suppressor and weapon serial numbers match. Serial numbers on newly manufactured (post-1989) or on the MP5-N, MP5K-N, MP5K-PDW, MP5/10 and MP5/40 are not matched to the sound suppressor.

The bare metal surfaces of the MP5 are first phosphate and then black lacquer paint is applied over the phosphalting. This dry lacquer coating is applied using a magnetic charge and then baked onto the metal in an oven. The resulting finish is highly resistant to salt water corrosion and surface wear.

Attachment 4

The UMP Submachine Gun is a select-fire small arm manufactured according to the latest standards of manufacturing methods. With the exception of the barrel, bolt, and certain internal components parts, the upper receiver, lower receiver, magazine, and folding buttstock are made of high strength polymer. The UMP magazines, also made of high strength polymer, feature a transparent ammunition-viewing strip that allows the user to see the type and quantity of ammunition inside.

The UMP is a simple blowback operated weapon and fires from the safety of a closed bolt with an accurate range of 100 yards or more. A passive internal firing pin block within the bolt prevents the weapon from firing if dropped.

Due to its small size (less than 18 inches with the buttstock folded) and 4.5 pounds unloaded weight, the UMP is the perfect choice for use in confined areas.

The UMP is designed and tested to fire all types of .45 ACP and .40 S &W ammunition- including subsonic loads, cartridges assembled with ball, high performances hollowpoint projectiles, and even enhanced velocity + P offerings. The UMP also fires non-toxic and frangible training ammunition without modification.

Disassembly of the UMP is easy. The weapon field strips into three subassemblies with the removal of a single locking pin, making cleaning and maintenance fast and simple.

Attachment 4

HISTORY

The H& K MP5 submachine gun was first produced in the mid -1960's as the "HK54" for it's first 9mm submachine gun based on the following code.

1st Letter	TYPE OF WEAPON	2nd LETTER	CALIBER
1	Box-fed light machine gun	1	7.62 X 51 mm
2	Belt-fed machine gun	2	7.62 X 39mm
3	Select-fire assault rifle	3	5.56 X 45 mm
4	Paramilitary rifle (German)	4	9 X 19 mm

Training Bureau Material : Weapons Training Unit Material

5	Submachine Gun	5	(not used)
6	Grenade launcher, Complete weapon	6	4.6 X 36mm
7	Grenade launcher, add-on weapon	7	(not used)
8	(not used)	8	(not used)
9	Semi-automatic para-military rifle (USA)	9	40 mm

The H & K HK54 received its current acronym "MP5" when it was officially adopted by the West German government for use by its Police and Border Guard as the "Machine Pistol 5", or MP5.

The first MP5's were imported into the U.S. in the very early 1970's. original HK_Oberndorf produced MP5's were imported into the U.S. and thus marked with "Harrington & Richardson", "Saco", HK-Inc., Arlington, VA", "HK-Inc., Chantilly, VA, and the present marking, "HK-Inc., Sterling, VA. This stamp is located on the right side of the magazine well. All 23 or more of the officially recognized variants of the MP5 submachine gun is imported into the U.S. exclusively by Heckler & Koch, Incorporated (HK-Inc.), located in Sterling, Virginia , for law enforcement and military sale.

Attachment 4

The MP5 submachine gun is manufactured by Heckler & Koch, GmbH ("Inc." in German) in the town of Oberndorf in the Federal Republic of Germany. The town of Oberndorf, located approximately one hour drive south of the city of Stuttgart, is also the same town where the famous arms manufacturer Mauser is located.

Heckler & Koch was founded in 1949 by three engineers, Messrs. Hackler, Koch and Seidel as a manufacturer of machine tools, gauges and precision parts. H& K became famous in 1959 when the new West German Army adopted the H&K G3 assault rifle in caliber 7.62 X 51 mm NATO (.308 Winchester). Since then H & K has designed and manufactured more than one hundred different types of firearms and devices for the most elite and respected military and law enforcement organizations in the world.

There are at present 14 licensed manufacturing plants in the world producing H& K weapons for the host

country. H&K MP5's are produced under license in Saudi Arabia, Greece, Pakistan, the United Kingdom and elsewhere. Only those weapons produced at HK-GmbH are sold, serviced, supported or guaranteed in the U.S. by HK-Inc.

HK has always recognized the need to produce a Submachine Gun in larger calibers. In the 1990's HK started using proven manufacturing methods in the production of the UMP (Universal Machine Pistol). Now, HK has a Submachine Gun that meets the Law Enforcement and Military market needs for the popular larger caliber shooters.

Attachment 5

Nomenclature MP5

- A. Butt Stock with Sling Attachment and Rear Take Down Pin
- B. Rotary rear Sight
- C. Scope Mounts
- D. Cocking Lever and Tube
- E. Front Sight
- F. Barrel and Lugs
- G. Front Sling Mount and Take Down Pin
- H. Forearm
- A. Magazine Release/Butterfly and Button

- J. Magazine Well
- K. Center Sling Mount
- AX. Center Take Down Pin
- ALL. Trigger, Trigger Guard and Pistol Grip
- N. Safety Select Lever

Accessories MP5

- A. Butt Stocks
- B. Scope Mounts and Sights
- C. Forearms
- D. Barrel Accessories
- E. Magazines
- F. Sight Adjustment Tool
- G. Brushes

Attachment 6

Breakdown & Assembly

Assemblies

1. Receiver with barrel, Cocking Mechanism and Sights

2. Bolt assembly
3. Pistol Grip with Trigger Mechanism
4. Buttstock
5. Handguard
6. Magazine
7. Sling

Trigger

1. Pistol Grip
2. Trigger Mechanism
3. Safety Select Lever

Bolt

1. Bolt Head Carrier and Recoil Spring
2. Bolt Head
3. Locking Piece
4. Firing Pin
5. Firing Pin Spring

Operator Maintenance

Cleaning

The HK Sub Gun will function in extremely adverse conditions and will operate while quite dirty. However, this is not the recommended method of operation. This firearm is NOT self-cleaning just as it is not self-shooting. It should therefore be cleaned after every time it is fired. A standard guide to establish during firing is 1000 rounds, then clean. (300 RDS for the SD CLEAN IS CLEAN. This is your standard!

Solvents

Use high quality firearms cleaning solvents. NEVER GASOLINE! These are for general cleaning throughout the gun. Some Biodegradable solvents can leave a gummy residue.

Attachment 6

Bore Cleaners

Any commercial bore cleaner.

Bore Brushes

Bronze bristle, copper, and brass are recommended. Nylon is OK. Never ever use stainless steel.

Patches

Soft and absorbent. We recommend knit patches as woven patches may leave strings.

Lubricants

Any firearm lubricant

Preservatives

Any Firearms preservative.

Care and Cleaning

Barrel

Clean from the chamber end always!! Push the brush or patch through in one stroke. Brush with solvent, wash brush!! Patch dry until clean, repeat brushing if necessary. Lube barrel inside and out.

Receiver

Clean with mineral sprit solvent and brush to remove large deposits of carbon and dirt. Pay particular attention to the barrel extension area. Generally lube throughout.

Bolt Group

Clean with brush and solvent. Air dry. Lube.

Buttstock

Clean with brush and solvent. Air dry. Lube.

Trigger Group

Clean with brush and solvent. Flowing or pouring solvent may help. Air dry. Lube, paying particular attention to the axles.

Handguard

Wipe off with damp cloth or wash with soap and water and air dry completely. Do not lube, but you may have to wipe the handguard with oiled cloth lightly if a white residue appear.

Magazine

Wipe off the outside and the follower then lube to prevent rust.

Visual checks

The operator should know his gun well enough to know if there is something wrong with it. He should perform a visual inspection of the gun as he is cleaning it.

Reporting

Encourage your people to report problems, not fearing retribution.

Fit Sling

Assemble sling and put on Submachine Gun. Put your head in and one arm through the large opening. Let it hang. Adjust so the buttstock comes to mid-chest. A final adjustment may be made during the CQB drills.

Attachment 7

STATIC TURNS SHOULDER

A. Always move into known territory

When performing a static turn towards a threat, one should always turn into known territory. Or in other words, the shooter will pivot in a forward fashion rather than backwards. This is done so the shooter always sees where he is turning into and can make adjustments if needed.

B. Pivot on foot in the direction that you want to turn

C. Counting rounds

D. Zero misses

E. Stress safety- don't break laser rule

The muzzle should be depressed and stay depressed until the turn is completed. Do not begin presenting the firearm while turning.

F. Stress stance

Attachment 7

STATIC TURNS SHOULDER

NOTE: Run the students through dry. Stressing quick movements always in direction of known territory. Insure the shooters' head & eyes are raised and scanning, not looking down at the ground.

1. Line facing to the right

From the ready, on the "UP" command shooters will turn 90

Degrees pivoting on the left foot, face target, present, fire, a 3rd burst to chest or belly. **Fire 3 times.**

2. Line facing to the left

From the ready, on the “UP” command shooters will turn 90 degrees pivoting on the right foot, face target, present, pull the trigger firing a 3rd burst to chest or belly. **Fire 3 times.**

3. Line facing up range or the instructor

From the ready, on the “UP” command shooters will turn 180 degrees pivoting on the left foot, face target, present, and pull the trigger firing a 3rd burst to chest or belly. **Fire 3 times.**

4. Line facing up range or towards instructor

From the ready, on the “UP” command shooters

Will turn 180 degrees pivoting on the right foot, face target, present, and pull the trigger firing a 3rd burst to chest or belly. **Fire 3 times.**

5. Line facing up range or towards instructor

From the ready, on the “UP” command shooters will turn 180 degrees pivoting on the either foot (shooters

choice), face target, present, and pull the trigger firing a 3rd burst to chest or belly. **Fire 3 times.**

Attachment 7

MOVING TURNS SHOULDER

A. Stress safety- *Don't break the laser rule*

B. Stress Stance

C. Counting rounds

D. Zero misses

E. Fire only at your target

F. Moving left, right and about when given the command to fire turn towards the target
And fire. **Finger off the trigger until on target! Do not sweep firearm!**

G. Ready Position

H. Speeds

1. Warrant
- 2.

MOVING TURNS (shoulder)

NOTE: Run the students through 1 dry iteration of each movement speed.

.1. WARRANT SPEED

– Students will face up range at the 3 yard line, from the shoulder ready position, on the command of “Move” the shooters will begin moving. The instructor then gives a series of commands “**LLLLLLEFT**” or “**RRRRRIGHT**” or “**AAAABOUT**” at which time the shooters turn in the direction given as they continue to move. When the instructor has the shooters aligned with their targets he will give the command of “UP”. At which time, from whichever direction the shooters are facing, they will stop, turn towards their target, and present the firearm, firing a 3rd burst at the chest or belly. **Fire 4 times.**

10 KEY PRINCIPLES OF LOW-LIGHT TACTICS

1. READ THE LIGHT AND ADAPT

Upon entering a low-light threat environment, assess the varying levels of light. Is it completely dark, are parts of the environment partially lit, and most importantly, are you backlit by a door, window, or other light source? The rule of thumb is: All “dark holes” (any area too dark to see into) contains threats, and should therefore be treated as such until proven otherwise. A proper assessment of the prevailing lighting conditions will dictate whether you use the flashlight intermittently, like a blinking light, or whether you choose to leave it on constantly to throw up an impenetrable” wall of light”.

2. OPERATE FROM THE LOWEST LEVEL OF LIGHT

As a general rule, moving to the lowest level of light provides more concealment than operating in areas with higher levels of light. The idea is to reduce a subject/aggressor’s ability to see you while improving your ability to see without being seen. Time in the light equals time as a target.

3. AVOID OR CONTROL BACKLIGHTING

In a low-light environment you are most visible and vulnerable when backlit. Do not stop in doorways, or allow your partner to make your silhouette an easy target by turning on his flashlight behind you. One of the most common low –light mistakes is to face a threat who is located in a dark area while you are standing in front of a more brightly lit area (having the moon at your back when entering a dark warehouse is enough to make you “backlit”). How to “equalize” backlighting will be covered under principle #7, Dominate with Light.

4. SEE FROM THE THREAT'S VIEWPOINT

With practice, a skilled tactician will continuously analyze his position and “sight picture” from the viewpoint of any possible threats in the environment. For, instance, if you go down that hallway, what picture are you presenting to anyone inside the darkened room at the end? This concept, combined with an awareness of the light levels around, behind, and in front of you, will help to dictate the best way to approach a given tactical problem.

Attachment 8

5. LIGHT AND MOVE

While the flashlight can give you a tactical advantage, it can also become a liability if you make it easy for an opponent to locate and/or fix your position. Until you have located the threat, it is better to use the light in brief flashes, taking care to move to a new position after every flash. Keeping the flashlight on continuously may make searching easier, as well as more reassuring, but it also makes you a target while letting the aggressor know how far you are from his position, what direction you are coming from, and when you will be there.

6. INTERMITTENT USE OF LIGHT AT RANDOM HEIGHTS

Unless the threat is contained and/or neutralize, holding the flashlight in front of center of mass is the least recommended technique. Experience from actual gunfights and force-on-force training shows that –when given the opportunity –aggressors will shoot at the light. Activating the light away from centerline, at intermittent and irregular intervals, while alternating the light position from low to high, will confuse your opponent while making it harder for them to determine your position.

From the perspective of an aggressor/threat hiding in the building you are searching, it is easy to follow your progress and to guess your position if you search with your light in constant-on mode, but it is much harder- and often disorientating due to the stroboscopic effect- to follow your progress if you use random, intermittent lighting. As the searcher, would you rather be predictable and easy to track- or disorientating and difficult to locate?

7. DOMINATE WITH LIGHT

In most cases, constant light should only be used in two situations: (1) when you are backlit and cannot move to a less backlit position (such as when entering the front door of a building with a streetlight at your back), and (2) when your subject has been located and is not an immediate threat (i.e., not in a position to fire on you).

Attachment 8

In the first instance “dominating” with constant light will reduce your silhouette to anyone hiding within the doorway. “But”, you ask, “Won’t my light give me away?” the answer of course, is yes. But conducting a building search is an exercise in compromise; a perfect solution is not always possible, so you do the best you can to increase your odds of success. If you leave your light off, your silhouette is still clearly visible to anyone inside. By flooding the doorway and the room beyond with light, you take away your opponents ability to see while increasing your own. In situations where you are not backlit and therefore not visible, intermittent lighting is the better choice. Once the aggressor has been located, and is determined not to be an immediate threat, keep the light on and in his eyes. Turning the light off at this point only gives the aggressor the ability to move to another position, thereby forcing you to begin the search again. Once the threat is located, dominate with light and “pin’ the suspect in position.

8. ALIGN THREE THINGS

When searching for or engaging a known deadly-force threat, your weapon, flashlight and eyes should be aligned to the same point of focus. If you locate the threat with your eyes and flashlight, but have your weapon down and out of the fight, there will be no time to bring all three together if the threat engages you. This does not suggest that you should always keep your weapon presented in a firing position while searching. Let the threat level and agency protocol determine how you present your weapon. But if you are searching for a threat that has already demonstrated intent to respond with lethal force, you should be prepared to instantly defend yourself. Students under duress during force-on-force training have often been observed to corner with either their weapon or head first.

9. CARRY MORE THAN ONE LIGHT

Flashlights are mechanical devices and even the best can fail. This concept is no different than carrying a backup weapon: if you need one, carry two.

10. BREATHE AND RELAX

Under stress human beings tend to hyperventilate, while this response may have been appropriate when our ancestors had to fend off the attacks of wild beasts, it is counter-productive in a modern threat environment. Breath control is the key to remaining calm, in control and aware. Make a point of checking your breath regularly in a threat environment; if your breath is out of control, you are out of control.

Attachment 9

FIVE PRIMARY FLASHLIGHT APPLICATIONS

SEARCHING

Use the light to investigate the problem or to locate a threat.

NAVIGATING

Use the light to find the optimum pathway and to avoid obstacles.

THREAT IDENTIFICATION

Use the light to determine friend or foe.

CONTROL

Use the light to control and direct the suspect's movements and to restrict their ability to receive visual data. Eighty percent (or more depending on the situation) of our sensory information is received visually — shining a sufficiently powerful light into dark-adapted eyes will cause the subject to experience momentary blindness and loss of balance. As such, a properly applied and sufficiently powerful flashlight beam can be considered a viable non-lethal force option that can be used to facilitate compliance, or to ease the application of arrest and control techniques.

COMMUNICATION

Use the light to communicate location and direction. Putting the spot of your light on the area of interest and informing your partner that, "the threat is on my blinking light" is more informative and precise than pointing in the same direction and saying, "he's over there".

• **Tactical Handgun**

COURSE GOAL:

The course will provide the student with the minimum topics of tactical firearms and lethal force required in the POST perishable skills program (PSP). The objective of this program is to maintain, improve, and update members of the Los Angeles County Sheriff's Department with their handgun skills necessary for the safe transition from a traditional double action handgun to a striker fired handgun. This additional training will further reduce the possibilities, and lessen the frequency, of an unintentional discharge.

This course consists of hands on/practical skills firearms training for in-service deputies. The training will be presented in a 16 hour format.

TACTICAL FIREARMS:

Minimum Topics/Exercises:

- a. Basic tactical situations
- b. Student evaluation & testing
- c. Safety guidelines/orientation
- d. Sight alignment, trigger control, accuracy
- e. Target recognition and analysis
- f. Weapons clearing
- g. Live fire tactical
- h. Policy and legal issues
- i. Use of force considerations (options)
- j. Moral obligations
- k. Judgment and decision making
- l. Live fire application

COURSE OBJECTIVES:

The student will:

- A. Demonstrate knowledge of the Department Use of Force/Firearms Policy.
- B. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise and course of fire to include:
 - 1. Judgment and decision making
 - 2. Weapons safety
 - 3. Basic presentation technique
 - 4. Fundamentals of shooting
 - 5. Lethal/Non-lethal threat identification
 - 6. Speed, accuracy, and effectiveness under stress and movement conditions
 - 7. Shot placement: stopping power - multiple rounds

Minimum standards of performance shall be evaluated by an instructor observing the student during their performance of each technique, exercise and course of fire. If the student does not meet the minimum standards, reasonable remedial training will be provided until the standard is met.

EXPANDED COURSE OUTLINE

- I. Introduction/Orientation
 - A. Introduction, registration, and orientation.
 - B. Course objectives, overview of the training, evaluation.
 - C. Issuance of safety equipment (if needed by the student).

II. Lethal Force Overview **These topics are reviewed on the firing line at individual ranges and are continuously reinforced throughout the training**

- A. Legal/moral/ethical issues involving use of force/lethal force.
- B. Civil implications of using force/lethal force.
- C. Review of Department Policy regarding use of force/lethal force.
- D. Review of Department firearms policy.
- E. Use of force within the spectrum of force options.

LEARNING NEED - FIREARMS SAFETY

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

III. Firearms Safety

A. State the four fundamental rules of firearms safety

1. Treat all firearms as if they are loaded
2. Never point the muzzle at anything you are not willing to shoot.
3. Keep your finger off the trigger until you have made the decision to shoot.
4. Be sure of your target, backstop and what is beyond.

B. Explain basic safety guidelines to be followed at a firing range

1. Keep your handgun in the holster until you are told otherwise.

2. If you do not understand the directions or course of fire, keep your gun pointed downrange and raise your non-gun hand. Do not turn around or step off the line.
3. Always maintain safe control of your gun. Do not leave firearms unattended.
4. Eye and ear protection must be worn.
5. Follow all range rules.
6. Follow instructor commands.
7. Maintain strict weapon discipline and muzzle control.
8. Do not pick up anything from off the ground until the firing line is clear.

Department personnel shall review and practice tactical/combat handgun techniques. These exercises are designed to include all basic fundamentals regarding the use of the student's duty handgun. These drills include rapid decision making, shoot/no-shoot decisions, multiple targets, positional shooting, use of cover and movement to cover. The student will be evaluated on the skills reviewed and practiced during these courses of fire. At the conclusion of the handgun tactical training, the student will be able to demonstrate basic handgun fundamentals, including the safe handling, loading, and clearing of their duty handgun. Additionally, they will be able to demonstrate the fundamentals needed for accurate and effective fire.

Department personnel may use this class to be trained in the nomenclature, function, and use of an optional department approved striker fired handgun. This training will allow personnel currently trained on, and carrying an authorized hammer-fire handgun, to deploy and use a department approved striker fire handgun.

LEARNING OBJECTIVES

IV. Tactical Handgun Training

A. Shooting fundamentals

(live fire)

1. Drawing and presenting from the holster
2. Sight alignment, trigger control and accuracy
3. Target recognition and analysis
4. Weapons manipulation (administrative loading and unloading or clearing)

B. Marksmanship Courses
of Fire (live fire)

1. Two hand point shoulder shooting
2. One hand point shoulder shooting
3. Various target sizes
4. Multiple round count drills
 - a. 1 round, 2 rounds, 3 rounds
 - b. Cadence drills

C. Malfunction clearance
(live fire)

1. Phase I malfunction clearing
 - a. Tap the base of the magazine
 - b. Invert the gun to assist clearing malfunction
 - c. Rack out the malfunction (if needed) chambering another round
2. Phase II malfunction clearing
 - a. Lock the slide to the rear

- b. Rip out the magazine
- c. Rack out the malfunction (if needed)
- d. Load the magazine and chamber another round

D. Combat Courses of Fire (live fire)

1. Two hand draws

2. Loading

- a. Administrative loading/unloading
- b. Tactical reloads
- c. Emergency reloads

3. Close Quarter Battle distances

- a. 3yds, 4yds, 7 yds., 10 yds., 15 yards

4. Long Distance

- a. 25 yards, 50 yards, 75 yards

E. Shooting from positions of cover (live fire)

1. Present the general basic concepts on using cover

- a. Don't present yourself unless you can defend yourself
- b. Keep your eye on the threat
- c. Don't Crowd Your Cover/Don't Extend Pass Your Cover
- d. If you lose sight of your threat, Change Your Position

2. Present common instances when cover use will change

- a. Angle of threat changes

- b. Number of suspects changes
- c. Use of light in darkness
- d. Moving to upgrade cover
- 3. Reminding to “slice the pie”
- 4. Side-stepping into cover
- 5. Shooting from a kneeling position of cover

F. Shooting while moving (live fire)

- 1. Shooting while moving forward
- 2. Shooting while moving laterally
- 3. Shooting while moving backward

G. Decision Making Drills (live fire)

- 1. Various Distances
 - a. 3yds, 4yds, 7 yds, 10 yds, 15 yards
- 2. Changing Target Orders
 - a. Targets shot from left to right
 - b. Targets shot from right to left
- 3. Changing target locations
 - a. No-Shoot Targets mixed with Shoot Targets
 - b. Shoot targets demand shots fired
 - c. No-Shoot targets demand verbal commands
 - d. No-Shoot targets demand change of trigger finger placement

V. LEARNING NEED - SCENARIO BASED TACTICAL/SITUATIONAL TRAINING

Department personnel will participate in target identification and decision making training exercises, each of which employs the use of the handgun

-

A. Room Entry and
Clearing Drill (live fire)

1. Review and practice room entry and clearing techniques
2. Live fire entry and clearing with a handgun
3. Target discrimination with Shoot/No-Shoot targets

VI. EVALUATION
PROCESS

Students will be evaluated by the staff continuously throughout the training. The staff will observe and evaluate students in the following areas: safety, manipulations (including weapons handling and use of equipment), and handgun accuracy. Any student observed to have deficiencies in these areas will be given remedial training by the Weapons Training Staff until they demonstrate improvement.

VII. ORIGINATION DATE

Effective date of outline: 09/12/2019

• **Tactical Rifle**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

FIREARMS/TACTICAL RIFLE

EXPANDED COURSE OUTLINE

-
COURSE NUMBER 32075

-
COURSE HOURS 16 Hours

-
COURSE GOAL

The course will provide the student with instruction that meets or exceeds the minimum topics of patrol rifle and lethal force required in the POST perishable skills patrol rifle program. The student will develop the necessary patrol rifle knowledge and skills to survive and win a realistic force encounter. Successful completion of this course satisfies the legislative training mandate to possess short barrel rifles as specified in Penal Code section 33220(b) and the Commission training requirement to possess long barrel rifles as specified in Commission Regulation 1081.

This course includes all shoulder-fired weapons that are not a shotgun.

AUDIENCE

Sworn Peace Officers, including Level I and Level II Reserve Officers, who are being introduced to a rifle and will qualify and carry it on duty in the scope of their employment

TACTICAL FIREARMS:

Minimum Topics/Exercises:

- A. Basic Tactical
- B. Student Evaluation/Testing
- C. Safety Guidelines/Orientation
- D. Sight Alignment, Trigger Control, Accuracy

- E. Target Recognition and Analysis
- F. Weapons Clearing
- G. Live Fire Tactical
 - H. Department Policy and Legal Issues
 - I. Use of Force Considerations (options)
 - J. Moral Obligations

-

COURSE OBJECTIVES:

The student will:

- A. Demonstrate knowledge of the Department Use of Force/Firearms Policy.
- B. Demonstrate a minimum standard of patrol rifle proficiency with every technique, exercise and course of fire to include:
 - 1. Judgment and Decision Making
 - 2. Weapons Safety
 - 3. Basic Presentation Technique
 - 4. Fundamentals of Shooting
 - 5. Target / Non-target Identification
 - 6. Speed, Accuracy and Effectiveness under stress and movement conditions
 - 7. Shot Placement: Stopping Power - Multiple Rounds

Minimum standards of performance shall be tested by an instructor observing the student during the performance of each technique, exercise and course of fire. If the student does not meet the minimum standards, reasonable remedial training will be provided until the standard is met or the student is denied certification.

The AR-15 rifle is also referred to as the patrol rifle. Only personnel who have successfully

completed a two day 16 hour certification course, and maintained their yearly certification, may deploy the AR-15 rifle. The live fire exercises for the patrol rifle are designed to include all of the basic fundamentals regarding its use. The drills include rapid decision making, shoot/no-shoot decisions, multiple targets, positional shooting, use of cover, and working in teams. Students will be evaluated and tested on the skills reviewed and practiced during these courses of fire. Students who are successful in completing the AR-15 rifle certification class will have demonstrated their ability to handle the rifle safely, effectively, and with a high level of accuracy.

I. INTRODUCTION/ORIENTATION (CLASSROOM)

- A. Introduction, Registration and Orientation.
- B. Course Objectives, Overview, Exercises, Evaluation and Testing.
- C. Issuance of Safety Equipment (if needed).
- D. Issuance of Patrol Rifle (if needed).
- E. Issuance of Rifle Equipment (if needed).

II. FIREARMS SAFETY (CLASSROOM)

A. Weapons Safety Orientation, Review of Basic Safety Rules and Range Rules.

1. Treat all weapons as if they are loaded.
2. Never point the muzzle at anything you are not willing to shoot.
3. Keep your finger off the trigger, and on the frame, until you have made the decision to shoot.
4. Always be aware of your target, backstop, and beyond.
5. Range Rules
 1. Keep your handgun in the holster until told to remove it.
 2. If you have a question, or do not understand the instructions, raise your non-gun hand.
 3. Eye/Ear protection must be worn.
 4. Do not pick anything up from off the ground until the firing line is clear.

5. Do not come off the line with an unsafe firearm in hand.
6. Only when instructed, the rifles will be cleared, inspected and grounded, muzzles down range, ejection port up.

B. Range Violations (Violations which lead to class failure and dismissal)

1. Accidental Discharge which leaves the range
2. Accidental Discharge which impacts within 10 feet of the firing line in any direction
3. Any student who points the muzzle of a loaded firearm at another person
4. Any student, who in the opinion of the instructor, and after repeated attempts at correction continues to operate their firearm and equipment in an unsafe manner

C. Injury Protocols

1. We are all safety officers (anyone can call a cease fire)
2. Any time an injury occurs, immediately call a cease fire and clear, ground/holster, all weapons
3. Administer first aid
4. Call 911 or use department radio (Dispatch 5 or SCC access)
5. Henry Mayo Hospital (Level II ER) with helicopter access
6. Notify main gate and South Facility Desk

III. AR-15 RIFLE NOMENCLATURE (CLASSROOM)

A. External Nomenclature

1. Muzzle
2. Flashlight
3. Iron sights (front and rear)
4. Hand guard
5. Optic
6. Charging handle
7. Buttstock
8. Upper receiver
9. Ejection port & cover
10. Forward assist

11. Lower receiver
12. Bolt catch/bolt release
13. Magazine release
14. Magazine
15. Pistol grip
16. Trigger
17. Trigger guard
18. Safety
19. Takedown Pin

IV. FIELD STRIPPING & LUBRICATION (CLASSROOM)

A. Field Stripping

1. Clear Rifle
2. Push in rear takedown pin
3. Pull out rear takedown pin from opposite side
4. Separate upper receiver from lower receiver
5. Turn rifle upside down
6. Remove charging handle and bolt carrier group

B. Lubrication

1. Oil is applied sparingly to bolt carrier group only
 - a. 1 drop of oil on bottom rails
 - b. 1 drop of oil on feed rib
 - c. 1 drop of oil on the sides of the gas keys
 - d. 1 drop on rear of bolt carrier
 - e. 1 drop in each of the exhaust ports

V. FUNCTION/CYCLE OF OPERATION (CLASSROOM)

A. Cycle of Operation

1. Firing
2. Unlocking
3. Extracting
4. Ejecting
5. Cocking
6. Feeding
7. Chambering
8. Locking

A. Interactive Animation

1. M-16 Variations for Familiarization
 - a. Full-Auto
 - b. Burst
 - c. LE Semi Only

VI. DEPARTMENT AMMUNITION (CLASSROOM)

A. Requirements

1. .224 Remington round
2. 55 gr.
3. Pointed soft point
4. Winchester Ranger (RA223R)
5. Speer Gold Dot (24446)

VII. RIFLE ENERGY (CLASSROOM)

A. Foot pounds of energy comparison

1. 14.5" barrel vs 20" barrel
2. Muzzle, 100 yds, 200 yds, 300 yds

3. Energy of handgun ammunition

VIII. SIGHTS (CLASSROOM)

A. Iron Sights

1. Fixed front sight base
2. Rear flip-up iron sight
 - a. Use small aperture
3. Fixed rear sight
 - a. Set elevation drum to 8/3 setting
4. Sight Alignment
 - a. Top of front post centered in rear aperture
 - b. Concentrate on a clear front sight picture
 - c. Place sight picture in center of bullseye

A. Red Dot Optic

1. Sight/Movement Adjustment
2. Battery Replacement
3. Used independently of iron sights

B. Point of Aim vs Point of Impact

1. Height over bore is 2.8"
2. Department 50 yard zero
 - a. Flatter trajectory out to 300 yds
 - b. More conducive to law enforcement distances
 - c. 50 yard zero vs 25 yard zero

IX. TACTICAL CONSIDERATIONS (CLASSROOM)

A. Ammunition

1. Department approved round penetrates flesh and housing material less than any other approved round
2. Safer in the confines of a building
3. More energy at 300 yds than handgun round at the muzzle

A. Capacity

1. Almost double the number of rounds vs a handgun
2. Magazine capacity lessens the number of reloads needed

A. Effectiveness

1. Generally easier to manipulate than a handgun/shotgun
2. Most accurate firearm issued to deputies
3. More stable platform which increases accuracy
4. Delivers more accurate fire at greater distances
5. Provides added levels of protection from armed suspects

X. LETHAL FORCE OVERVIEW (CLASSROOM)

A. Legal/Moral/Ethical issues involving use of force/lethal force.

1. Department Manual of Policies and Procedures
 - a. 3-01/025.00 Use of Force

A. Civil implications of using force/lethal force

1. Department of Manual of Policies and Procedures
 - a. 3-01/025.10 Unreasonable Force

A. Review Department Policy regarding use of force/lethal force

1. Department of Manual of Policies and Procedures
 - a. 3-01/025.00 Use of Firearms & Deadly Force

A. Review Department firearms policy.

1. Department of Manual of Policies and Procedures
 - a. 3-01/025.00 Use of Firearms & Deadly Force

A. Review Federal Case Law

1. Graham vs Connor US Supreme Court 490 U.S. 386
2. Tennessee vs Garner US Supreme Court 471 U.S. 1

B. Law Update (Commission Regulation 1081)

1. 32610(b) PC Possession within scope of employment
 2. 33220(b) PC Training Requirement
 3. Prerequisite: Completion of the Regular Basic Course – Standard Format, Regular Basic Course – Modular Format, Modules III and II, the Specialized Investigators' Basic Course, or Reserve Modules A, B, and C.
- A. All students from participating agencies will be directed to review and understand their respective department policies.

V. BASIC RIFLE MANIPULATIONS/CONDITIONS (RANGE)

A. Patrol Ready (Loading)

1. Instructor will demonstrate the proper way of making rifle patrol ready; the students will repeat these steps under the direct supervision of the instructors.
2. Place the rifle on safe.
3. Inspect rifle making sure it is clear.
4. Send bolt forward on an empty chamber.
5. Insert loaded magazine push into well firmly.
6. Push/Pull on the magazine making sure it is seated.
7. Chamber check and push forward assist.

B. Combat Ready (Chambering)

1. Instructor will demonstrate the proper way of making rifle patrol ready; the students will repeat these steps under the direct supervision of the instructors.
2. Insert the magazine firmly into magazine well.
3. Pull on magazine to ensure that it is properly seated in the rifle.
4. Open Bolt Chambering - Send the bolt forward by pressing the bolt catch with the support thumb
5. Closed Bolt Chambering - Use the support hand to cycle the bolt using the charging handle.
6. Chamber Check.
7. Student shall be given dummy rounds to practice with.
8. Each student shall demonstrate their ability load with proficiency.

C. Armory Safe/Range Safe (Unloading)

1. Instructor will demonstrate the proper way of making rifle patrol ready; the students will repeat these steps under the direct supervision of the instructors.
2. Place the rifle on safe.
3. Remove the magazine from the rifle and store it.
4. Using the charging handle and bolt catch, lock the bolt to the rear allowing the round to fall to the ground.

5. Inspect the rifle making sure it is clear. (visual and physical inspection)
6. Each student shall demonstrate their ability to clear the chamber of a rifle.
7. Recover and inspect round.

D. Chamber Check

1. Instructor will demonstrate the proper way of making rifle patrol ready; the students will repeat these steps under the direct supervision of the instructors.
2. Maintain strong hand on the pistol grip on the rifle.
3. Using support hand grasp charging handle latch.
4. Pull charging handle to the rear approximately 3/4".
5. Look at chamber area and confirm rifle condition is empty.
6. Release charging handle allowing bolt to snap forward.
7. Push forward assist several times ensuring bolt is in battery.

VI. MALFUNCTION CLEARANCE (RANGE)

A. Failure to Feed/Fire (Type 1)

1. Instructor will demonstrate proper clearing of a type 1 malfunction; the students will repeat these steps under the direct supervision of the instructors.
2. Push the magazine to seat in magazine well.
3. Pull on the magazine to ensure that the magazine is seated.
4. Roll the rifle toward the right (ejection port) side, keeping the rifle in the shoulder to aid in clearing stoppage.
5. Cycle the action using the charging handle.
6. Back up on target ready to fire and sweep safety.
7. Have students conduct drill with the use of dummy rounds.

A. Double Feed Stoppages (Type 2)

1. Instructor will describe and demonstrate a type 2 malfunction and how to properly clear it (for demonstration only)
2. Roll the rifle over with the ejection port facing up. Identify the problem.
3. Remove the magazine from the rifle and retain it.
4. Lock the bolt to the rear and finger sweep the chamber area through the magazine well, if rounds fail to clear take handgun magazine and slam upward into magazine well striking double feed rounds. This striking action should clear the double feed malfunction.
5. Inspect rifle to ensure that the malfunction has been cleared.
6. Place a new magazine in the well of the rifle.
7. Push the bolt release lever which will send the bolt forward chambering a round.
8. Back up on target ready to fire and sweep safety.

A. Gas Tube Blockage – Spent Casting (Type 3)

1. For demonstration only
2. Instructor will describe and demonstrate a type 3 malfunction and how to properly clear it.
3. Remove the magazine from the rifle.
4. Identify the type of malfunction.
5. Hold the charging handle forward, and while utilizing the edge of a magazine or similar object, pull the bolt carrier group to the rear.
6. Inspect the rifle to confirm the stoppage has been cleared.
7. **Insert a new magazine into the rifle and cycle the charging handle.**

VII. RIFLE SIGHT-IN (RANGE)

A. Sight-In Procedures

1. Instructor will demonstrate the sight-in procedures; the students will repeat these steps under the direct supervision of the instructors. Shooting will be from the 4 Yard Line from a standing position.
2. The students will fire 5 rounds at a 1” diamond target – mechanical offset confirmation (iron sights)
3. The students will fire 5 rounds at an offset mark (mechanical offset confirmation iron sight)
4. The students will fire 5 rounds at a 1” diamond target – mechanical offset confirmation (optic)
5. The students will fire 5 rounds at a offset mark (mechanical offset confirmation (optic)
6. Instructor will shoot rifle if student is unable to group with consistency.
7. Make sight adjustments if necessary.

B. Introduction to Prone Shooting

1. Instructor will demonstrate the prone position; the students will repeat these steps under the direct supervision of the instructors.
2. Shooting will be from the done on the range, from the 50 yard line.
3. When given the command to fire, the students will fire 5 rounds at a bullseye target. This will be repeated 4 times.
4. Instructors should monitor students for proper positioning.
5. Instructors should monitor students for proper trigger control.
6. Instructors should monitor students breathing (pause before press).
7. Instructors should critique students overall handling of the rifle, with emphasis on proper positioning and utilizing fundamentals of shooting.

C. Prone Slow Fire

1. The students will fire from the 50 yard line, under the direct supervision of the instructors.
2. When given the command to fire, the students will use their iron sights to fire 5 rounds at a bullseye target. This will be repeated 3 times.
3. When given the command to fire, the students will use their optic to fire 5 rounds at a bullseye target. This will be repeated 2 times.
4. Stress, "point of aim point of impact", hold center of target, do not compensate.
5. Instructor will shoot rifle if student is unable to group with consistency.
6. Make sight adjustments if necessary.

VIII. RELOADS (RANGE)

A. Emergency Reloads

1. The instructor will demonstrate gear placement
 - a. Demonstrate proper placement of magazines.
 - b. Demonstrate proper indexing of magazine.
2. The instructor will demonstrate the mechanics of the emergency reload drill
 - a. Demonstrate hand movement efficiency ("work space").
 - b. Slapping bolt release vs thumb release.
3. The instructor will demonstrate the emergency reload drill; the students will repeat these steps under the direct supervision of the instructors
 - a. Load one full magazine and place in the primary pouch on plate carrier.
 - b. Insert a 1 round magazine into the well of the rifle and chamber a live round.
 - c. Attempt to fire 2 rounds.
 - d. Upon firing the rifle the bolt will lock to the rear.
 - e. Press the magazine release button with trigger finger, dropping the magazine to the ground.
 - f. Bring the rifle into your working area.
 - g. Index the new magazine and insert it firmly into the well of the rifle.
 - h. Bring rifle back on target while simultaneously releasing the bolt with the support hand.
 - a. Replace loaded magazine from the rifle back into the primary pouch.
 - j. Keeping the rifle pointed down-range, check yourself and your neighbor before picking up the empty magazine from the ground.

- k. Insert empty magazine into the well of the rifle to reset the drill.
- ax. Conduct emergency reload drill until the magazine is empty.

B. Tactical Reloads

1. The instructor will demonstrate gear placement

- a. Demonstrate proper placement of magazines.
- b. Demonstrate proper indexing of magazine.

2. The instructor will explain and demonstrate the mechanics of the tactical reload

- a. Demonstrate for students a tactical reload.
- b. Explain difference between tactical reload and an emergency reload.
- c. When to tactically reload, (Time, distance, cover).

3. The instructor will demonstrate the tactical reload drill

- a. Set up magazines pouches so that they may be properly indexed.
- b. Bring rifle into your working area.
- c. Take the partial magazine out and place it in a pocket.
- d. Push new magazine into the well of the rifle until it is firmly seated.
- e. Pull on magazine to ensure it is locked securely in well.

IX. POSITIONAL SHOOTING (RANGE)

A. Standing Position

1. Supported

- a. The instructor will demonstrate the supported stance; the students will repeat these steps under the direct supervision of the instructors
- b. Feet shoulder-width apart

- c. Hips and chest squared up to the target
- d. Gun hand on pistol grip with web of hand high on grip tang.
- e. Support arm comfortably extended with support hand flat up against post.
- f. Rifle stock mounted snugly in shoulder pocket
- g. Forend of rifle resting in web of support hand with thumb/index finger pinching forend up against post.
- h. Weight shifted forward to lessen wobble and tighten support of rifle.

2. Unsupported

- a. The instructor will demonstrate the unsupported stance; the students will repeat these steps under the direct supervision of the instructors
- b. Feet shoulder-width apart
- c. Hips and chest squared up to the target
- d. Gun hand on pistol grip with web of hand high on grip tang.
- e. Support arm extended along forend with support hand on the forend with thumb forward and knuckles pointed down.
- f. Rifle stock mounted snugly in shoulder pocket

B. Kneeling Position

1. Supported

- a. The instructor will demonstrate the supported kneeling position; the students will repeat these steps under the direct supervision of the instructors
- b. Support-side knee is on the ground
- c. Gun-side knee is up
- d. Gun hand on pistol grip with web of hand high on grip tang.
- e. Support arm comfortably extended with support hand flat up against post.
- f. Rifle stock mounted snugly in shoulder pocket
- g. Forend of rifle resting in web of support hand with thumb/index finger pinching forend up against post.
- h. Place gun-side arm on gun-side knee

- a. Drop your gun-side elbow to the front of your knee, tricep to knee.

2. Unsupported

- a. The instructor will demonstrate the unsupported kneeling position; the students will repeat these steps under the direct supervision of the instructors
- b. Gun-side knee is on the ground
- c. Support-side knee is up
- d. Gun hand on pistol grip with web of hand high on grip tang.
- e. Support arm extended along forend with support hand on the forend with thumb forward and knuckles pointed down.
- f. Place support-side arm on support-side knee
- g. Drop your support-side elbow to the front of your knee, tricep to knee.
- h. Rifle stock mounted snugly in shoulder pocket

C. Live Fire Drills

1. The instructor will demonstrate the various supported shooting position drill; the students will repeat these steps under the direct supervision of the instructors. The students will shoot from the 50-yard line

- a. When the given the command to fire, the student will fire 2 rounds from the supported standing position.
- b. Tactical reload.
- c. Transition to the supported kneeling position, fire 2 rounds
- d. Tactical reload.
- e. Transition to the prone position, fire 2 rounds.
- f. Tactical reload.
- g. Repeat the drill 5 times.
- h. Check and mark targets a necessary.

2. The instructor will demonstrate the various unsupported shooting position drill; the students will repeat these steps under the direct supervision of the instructors. The students will shoot from the 25-yard line

- a. When the given the command to fire, the student will fire 2 rounds from the standing position.
- b. Tactical reload.
- c. Transition to the kneeling position, fire 2 rounds.
- d. Tactical reload.
- e. Transition to the prone position, fire 2 rounds.
- f. Tactical reload.
- g. Repeat the drill five times.
- h. Check and mark targets a necessary.

X. TRANSITIONS (RANGE)

A. Discussion

1. The instructor will discuss when transitioning to the handgun is necessary
 - a. Rifle fires to bolt lock signaling magazine empty
 - b. Malfunctions
 - c. Both hands needed for the present situation
1. The instructor will discuss time lapse of emergency reload vs transition to handgun
2. The instructor will discuss appropriate distances when transitioning to the handgun maybe tactically advantageous over an emergency reload

A. The instructor will demonstrate transitioning from the rifle to the handgun; the students will repeat these steps under the direct supervision of the instructors.

1. When the given the command to fire, the student will fire from the standing position from the 10 yard line.
2. Begin with an empty rifle and loaded handgun
3. Attempt to fire one round with the rifle
4. Guide the rifle down to the side of the body.
5. Draw handgun, fire 3 rounds, and continue to engage and assess target
6. Repeat drill 6 times

B. The instructor will demonstrate transitioning from the rifle to the handgun; the students will repeat these steps under the direct supervision of the instructors.

1. When the given the command to fire, the student will fire from the standing position from the 10 yard line.
2. Begin with an loaded rifle and loaded handgun
3. Insert a 1 round magazine into the well of the rifle and chamber a live round.
4. Attempt to fire 2 rounds.
5. Upon firing the rifle the bolt will lock to the rear.
6. Guide the rifle down to the side of the body
7. Draw handgun, fire 3 rounds continuing, and continue to engage and assess target
8. Repeat drill 6 times

XI. INTRODUCTION/ORIENTATION - DAY 2 (CLASSROOM)

- A. Issuance of Safety Equipment (if needed).
- B. Issuance of Patrol Rifle (if needed).
- C. Issuance of Rifle Equipment (if needed).

XII. BASIC RIFLE MANIPULATIONS TEST (RANGE)

- A. Test to be conducted at the beginning of the range portion of Day 2.
- B. Test to be conducted with each student using their rifle and dummy rounds will be provided for the manipulations.
- C. Each student shall demonstrate the ability to manipulate, load, and unload their rifle in accordance to the Patrol Ready, Combat Ready, downloading back to Patrol Ready, and Armory Safe safety configurations.
- D. Patrol Ready
 - 1. Student will demonstrate proper way of making rifle patrol ready.
 - 2. Lock the bolt to the rear and place rifle on safe.
 - 3. Inspect rifle making sure it is clear.
 - 4. Send bolt forward on an empty chamber.
 - 5. Insert loaded magazine into well firmly.
 - 6. Pull on the magazine making sure it is seated.
 - 7. Chamber check making sure it is empty, press the forward assist and close the dust cover.
- A. Combat Ready
 - 1. Demonstrate loading the rifle from a Patrol Ready configuration.
 - 2. Push and pull on magazine to ensure that it is properly seated in rifle.
 - 3. Use the support hand to cycle the bolt using the charging handle.
 - 4. Chamber Check.
- A. Patrol Ready
 - 1. Student will demonstrate proper way of making rifle patrol ready.
 - 2. Lock the bolt to the rear and place rifle on safe.
 - 3. Inspect rifle making sure it is clear.
 - 4. Send bolt forward on an empty chamber.
 - 5. Insert loaded magazine into well firmly.
 - 6. Pull on the magazine making sure it is seated.

7. Chamber check making sure it is empty, press the forward assist and close the dust cover.

A. Armory Safe

1. Remove the Magazine
2. Lock the bolt to the rear and making sure the chamber is empty
3. Send the bolt forward and press the trigger
4. Close the dust cover

XIII. CLASSROOM LECTURE (CLASSROOM)

A. Course Overview

1. Review course activities, including testing.

B. Policy Review

1. Review department force policies
2. Review use of deadly force policies
3. Review use of firearm policies
4. Review rifle policies
5. All students from participating agencies will be directed to review and understand their respective department policies

C. Ammunition Review

1. Review approved manufacturer
2. Review approved specifications
3. Discuss checking ammunition for safety

D. Discuss Checking Ammo for Defects, backward primers or bullets, etc.

E. Nomenclature Review

1. Review upper receiver controls
2. Review lower receiver controls

F. Weapons Disassembly

1. Review charging handle function
2. Review bolt carrier trigger group
3. Review oiling points and function check

G. Back Up Iron Sights Review

1. Large aperture vs small aperture

2. Point of aim/impact.
3. Department approved zero distance

H. Red Dot Optic Review

1. On/Off switching
2. Battery
3. Optic Maintenance

A. Gear Review

1. Use of Sling
2. Plate Carrier Set Up

J. Safety and Range Rules

1. Review Firearms Safety Rules
2. Review Range Safety Rules
3. Review Emergency Protocols

XIV. BASIC RIFLE MANIPULATIONS/CONDITIONS (RANGE)

A. Patrol Ready (Loading)

1. Instructor will demonstrate proper way of making rifle patrol ready.
2. Place rifle on safe.
3. Inspect rifle making sure it is clear.
4. Send bolt forward on an empty chamber.
5. Insert loaded magazine push into well firmly.
6. Push/Pull on the magazine making sure it is seated.
7. Chamber check and push forward assist.

B. Combat Ready (Chambering)

1. Demonstrate loading the rifle.
2. Insert magazine firmly into magazine well.
3. Pull on magazine to ensure that it is properly seated in the rifle.
4. Open Bolt Chambering - Send the bolt forward by pressing the bolt catch with the support thumb
5. Closed Bolt Chambering - Use the support hand to cycle the bolt using the charging handle.
6. Chamber Check.
7. Student shall be given dummy rounds to practice with.
8. Each student shall demonstrate their ability load with proficiency.

C. Armory Safe/Range Safe (Unloading)

1. Demonstrate the proper and safe unloading of the rifle.
2. Place the rifle on safe.
3. Remove the magazine from the rifle and store it.
4. Using the charging handle and bolt catch, lock the bolt to the rear allowing the round to fall to the ground.
5. Inspect the rifle making sure it is clear. (visual and physical inspection)
6. Each student shall demonstrate their ability to clear the chamber of a rifle.
7. Recover and inspect round.

D. Chamber Check

1. Demonstrate proper chamber check.
2. Maintain strong hand grip on the rifle.
3. Using support hand grasp charging handle latch.
4. Pull charging handle to the rear approximately 3/4".
5. Look at chamber area and confirm rifles condition.
6. Release charging handle allowing bolt to snap forward.
7. Push forward assist two or three times ensuring bolt is in battery.

XV. MALFUNCTION CLEARANCE (RANGE)

A. Failure to Feed/Fire (Type 1)

1. Instructor will demonstrate proper clearing of a type I malfunction, the students will repeat these steps under the direct supervision of the instructors.
2. Push the magazine to seat in magazine well.
3. Pull on the magazine to ensure that the magazine is seated.
4. Roll the rifle toward the right (ejection port) side, keeping the rifle in the shoulder to aid in clearing stoppage.
5. Rack the action using the charging handle.
6. Back up on target ready to fire and sweep safety.
7. Have students conduct drill with the use of dummy rounds.

A. Double Feed Stoppages (Type 2)

1. Instructor will describe and demonstrate a type 2 malfunction and how to properly clear it (for demonstration only).
2. Roll the rifle over with the ejection port facing up. Identify the problem.
3. Remove the magazine from the rifle and retain it.
4. Lock the bolt to the rear and finger sweep the chamber area through the magazine well, if rounds fail to clear take handgun magazine and slam upward into magazine well striking double feed rounds. This

striking action should clear the double feed malfunction.

5. Inspect rifle to ensure that the malfunction has been cleared.
6. Place a new magazine in the well of the rifle.
7. Push the bolt release lever which will send the bolt forward chambering a round.
8. Back up on target ready to fire and sweep safety.

A. Gas Tube Blockage – Spent Casting (Type 3)

1. For demonstration only
2. Instructor will describe and demonstrate a type 3 malfunction and how to properly clear it.
3. Remove the magazine from the rifle.
4. Identify the type of malfunction.
5. Hold the charging handle forward, and while utilizing the edge of a magazine or similar object, rip the bolt carrier group to the rear.
6. Inspect the rifle to confirm the stoppage has been cleared.
7. **Insert a new magazine into the rifle and cycle the charging handle.**

XVI. RIFLE SIGHT-IN (RANGE)

A. Sight-In Procedures

1. Instructor will demonstrate the sight-in procedures; the students will repeat these steps under the direct supervision of the instructors. Shooting will be from the 4 Yard Line from a standing position.
2. The students will fire 5 rounds at a 1” diamond target – mechanical offset confirmation (iron sights)
3. The students will fire 5 rounds on offset mark (mechanical offset confirmation iron sight)
4. The students will fire 5 rounds at a 1” diamond target – mechanical offset confirmation (optic)
5. The students will fire 5 rounds on offset mark (mechanical offset confirmation (optic)
6. Instructor will shoot rifle if student is unable to group with consistency.
7. Make sight adjustments if necessary.

XVII. DRILLS – LOADING AND SHOOTING POSITIONS (RANGE)

A. Dry Fire Safety Trigger Drill

1. Instructor will demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors.
2. Clear rifles
3. Start with the rifle in the Low-Ready position
4. When the target faces the shooter, simultaneously bring the rifle on target, rotate the selector to the

fire position, and press the trigger.

5. Cycle the bolt to reset the action, rotate the selector to the safety position
6. Repeat 5 times, time constraint is 1 sec

A. Live Fire Body Shot Drills

1. Instructor will demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors.
2. Make rifles Combat Ready
3. Start with the rifle in the Low-Ready position
4. When the target faces the shooter, simultaneously bring the rifle on target, rotate the selector to the fire position, and fire 1 round.
5. Conduct an assessment
6. Repeat 5 times, time constraint is 1 sec
7. Conduct drill again (5 times) for 2 rounds fired each time the target turns.

A. Live Fire Head Shot Drills

1. Instructor will demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors.
2. The instructor will discuss appropriate times, effectiveness, and correct sight placement accuracy needed for a head shot.
3. Make rifles Combat Ready
4. Start with the rifle in the Low-Ready position
5. When the target faces the shooter, simultaneously bring the rifle on target, rotate the selector to the fire position, and fire 1 round to the head.
6. Conduct an assessment
7. Repeat 5 times, time constraint is 1 sec

B. Live Fire Failure Drills

1. Instructor will demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors.
2. The instructor will discuss appropriate times, effectiveness, and accuracy needed for a head shot if body shots are not effective.
3. Start with the rifle in the Low-Ready position
4. When the target faces the shooter, simultaneously bring the rifle on target, rotate the selector to the fire position, and fire 2 rounds to the body and 1 round to the head.
5. Conduct an assessment
6. Repeat 3 times, time constraint is 2 secs

C. Optic Sight Failure Drills

1. Instructor will demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors.
2. The instructor will discuss the tactical tradeoffs to using the optic housing as a combat aperture vs taking the time to flip up the rear iron sight..
3. Turn off optic sight and confirm rear iron sight is flipped down
4. Start with the rifle in the Low-Ready position

5. When the target faces, simultaneously bring the rifle on target, rotate the selector to the fire position, and fire 3 rounds to the body.
6. Conduct an assessment
7. Repeat 3 times, time constraint is 5 secs

D. Tactical Reload Drills

1. The instructor will review gear placement
 - a. Demonstrate proper placement of magazines.
 - b. Demonstrate proper indexing of magazine.
2. The instructor will review and demonstrate the mechanics of the tactical reload
 - a. Demonstrate for students a tactical reload.
 - b. Explain difference between tactical reload and an emergency reload.
 - c. When to tactically reload, (Time, distance, cover).
3. The instructor will demonstrate the tactical reload drill
 - a. Set up magazines pouches so that they may be properly indexed.
 - b. Bring rifle into your working area.
 - c. Take the partial magazine out and place it in a pocket.
 - d. Push new magazine into the well of the rifle until it is firmly seated.
 - e. Pull on magazine to ensure it is locked securely in well.
4. Start with the rifle in the Low-Ready Position
5. When the target faces the shooter, simultaneously bring the rifle on target, rotate the selector to the fire position, and fire 2 - 5 rounds to the body.
6. On the command of "Lull in the Gunfight!" conduct a tactical reload
7. The instructor will turn the targets several times, and give the command for students to conduct a tactical reload
8. Conduct drill 5 times with no time constraints.

A. Movement Drills (Sidestepping)

1. Instructor will demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors.
2. The instructor will discuss the tactical advantage of moving off the line of attack of the suspect
3. Start with the rifle in the Low-Ready position
4. When the target faces, the instructor will give a command to step to the left or to the right. The shooter will sidestep, and then simultaneously bring the rifle on target, rotate the selector to the fire position, and fire 2 - 5 rounds to the body.
5. Conduct an assessment
6. Repeat 8 times varying between the right and the left. Time constraint 3 secs

B. Transition Drills

1. Instructor will demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors
2. The instructor will discuss the appropriate distances, situations, and effectiveness of transitioning

to a handgun; the student will fire from the standing position from the 10 yard line.

3. Insert a 5 round magazine into the well of the rifle and insert a fully loaded magazine into the handgun; Chamber a live round into the handgun.
4. Start with the rifle in the Low-Ready position
5. When the target faces, the shooter will simultaneously bring the rifle on target, rotate the selector to the fire position, and 5 rounds to the body.
6. Upon firing the 5 rifle rounds, the bolt will lock to the rear.
7. Guide the rifle down to the side of the body
8. Draw handgun, fire 5 handgun rounds to the body.
9. Reload rifle with another 5 round magazine
10. Repeat drill 3 times. Time constraint is 10 secs.

C. Emergency Reload Drills

1. The instructor will demonstrate gear placement

- a. Demonstrate proper placement of magazines.
- b. Demonstrate proper indexing of magazine.

2. The instructor will demonstrate the mechanics of the emergency reload drill

- a. Demonstrate hand movement efficiency (“work space”).
- b. Slapping bolt release vs thumb release.

3. The instructor will demonstrate the emergency reload drill; the students will repeat these steps under the direct supervision of the instructors

- a. Load one full magazine and place in the primary pouch on plate carrier.
- b. Insert a 1 round magazine into the well of the rifle and chamber a live round.
- c. Attempt to fire 2 rounds.
- d. Upon firing the rifle the bolt will lock to the rear.
- e. Press the magazine release button with trigger finger, dropping the magazine to the ground.
- f. Bring the rifle into your working area.
- g. Index the new magazine and insert it firmly into the well of the rifle.
- h. Bring rifle back on target while simultaneously releasing the bolt with the support hand.
- a. Replace loaded magazine from the rifle back into the primary pouch.
- j. Keeping the rifle pointed down-range, check yourself and your neighbor before picking up the empty magazine from the ground.
- k. Insert empty magazine into the well of the rifle to reset the drill.
- ax. Conduct emergency reload drill until the magazine is empty.

A. Four Directional Movement Drill

1. Instructor will demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors.
2. The instructor will discuss the tactical advantage of moving off the line of attack of the suspect
3. Start with the rifle in the Low-Ready position
4. When the target faces, the instructor will give a command to step to the left, right, forward, or the rear. The shooter will move to the ordered direction, and then simultaneously bring the rifle on target, rotate the selector to the fire position, and fire 2 - 5 rounds to the body.
5. Conduct an assessment
6. Repeat 8 times varying between the left, right, forward, and to the rear Time constraint 3 secs

B. SUL Position Drill

1. Instructor will demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors.
2. The instructor will discuss the tactical advantage and safety of using the SUL position (depressed muzzle) when using a firearm around people
3. Start with the rifle in the SUL position
4. The instructor will give a command to face the left or to the right. When given the command to move the shooter will turn and quickly move in the ordered direction,
5. When the target faces, the student will stop while remaining in the SUL position, and face the target.
6. While simultaneously bringing the rifle on target, rotate the selector to the fire position, and fire 2 - 5 rounds to the body.
7. Conduct an assessment
8. Repeat 8 times varying between the right and the left. Time constraint 3 secs

C. Use of Cover Drills

1. Instructor will review and demonstrate the drill; the students will repeat these steps under the direct supervision of the instructors.
2. The instructor will discuss the tactical advantage of using cover to minimize exposure to the threat area.
 - a. Don't present yourself unless you can defend yourself
 - b. Keep your eyes on the threat
 - c. Don't crowd your cover/don't extend past your cover
 - d. If you lose sight of your threat....change your position
3. Start behind a barricade
4. Start with the rifle in the Low Ready position
5. The instructor will give a command to break either the right side or the left side of cover.
6. When the target faces, the student will break the directed side of cover.
7. While simultaneously bringing the rifle on target, rotate the selector to the fire position, and fire 2 – 5 rounds to the body.
8. Conduct an assessment
9. Repeat 8 times varying between the right and the left.

XVIII. COMBAT COURSE OF FIRE (RANGE)

A. Static Fire Drills

1. Done on the range under the direct supervision of the instructors.
2. Live Fire Body Drills
 - a. 25 yard line, 2 times, time constraint 5 secs
 - b. 15 yard line, 2 times, time constraint 3 secs
 - c. 7 yard line, 2 times, time constraint 2 secs
- b. Failure Drill
 - a. 7 yard line, 2 times, time constraint 2 secs

XIX. MARKSMANSHIP (RANGE)

A. Mid-Range Marksmanship

1. Done on the range under the direct supervision of the instructors.
2. 50 yard line
3. Positional Shooting
4. Optic Sight
5. Timed courses of fire
6. Confirm rifle zero

B. Long Distance Marksmanship

1. Done on the range under the direct supervision of the instructors.
2. 100 yard line
3. Prone position shooting
4. Optic Sights
5. Back-up Iron Sights
6. Timed courses of fire

XX. TACTICAL MOVEMENT, SHOOTING AND COMMUNICATIONS

A. Short Range Bound and Cover

1. Done on the range under the direct supervision of the instructors.
2. Working with a partner
3. Use of verbal commands
 - a. "Moving", "Move", "Set", "Loading".
4. Short burst bounding movement.
5. Proper use of cover - conforming to cover.
6. Stress muzzle awareness.
7. Clear weapons at the end of each drill.

B. Shoot House Drill

1. Done on the range under the direct supervision of the instructors.
2. "Slicing the pie" search technique.
3. Clearing deep pockets during searches.
4. Utilizing both "Shoot" and "Don't Shoot" targets.
5. Shooting from odd angles
6. Exposure to using rifles in a structure
7. Clear weapons at the end of each drill.

D. Mid-Range Steel Drill

1. Done on the range under the direct supervision of the instructors.
2. Shoot from 75 yard line.
3. Shoot on steel targets for immediate confirmation of hits.
4. Safe weapons handling.
5. Dynamic 4-directional movement
6. Combining Speed and Accuracy.
7. Limited number of shots allowed per target
8. Varied positions of shooting
9. Conforming to cover.
10. Clear weapons at the end of each drill.

XXI. MARKSMANSHIP RIFLE QUALIFICATION COURSE

A. Rifle Silhouette Target Test

1. Done on the range under the direct supervision of the instructors.
2. Shots from the 50 yds., 25 yds., 15 yds., 7 yds line.
3. Optic and Back-up Iron Sights.
4. Positional Shooting
5. Timed courses of fire.
6. 26 rounds total - 100% hits required to pass.
7. Clear weapons at the end of the test.

XXII. WEAPONS MAINTENANCE

A. Supervised Gun Cleaning

1. Inspect and ensure all weapons are unloaded.
2. Disassembly of weapon.
3. Inspection of internal parts.
4. Thorough cleaning of weapon.
5. Lubrication of weapon.
6. Reassembly of weapon.
7. Inspection of weapon by weapons training instructor.

XXI. ORIGINATION DATE

Effective date of outline:

• **Tactical Rifle Update**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

AR-15 RIFLE WITH OPTIC RE-CERTIFICATION

EXPANDED COURSE OUTLINE

1820 - 29900

COURSE GOAL

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The course will provide the student with instruction that meets or exceeds the minimum topics of patrol rifle and lethal force required in the POST perishable skills patrol rifle program. The student will develop the necessary patrol rifle knowledge and skills to survive and win a realistic force encounter.

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TACTICAL FIREARMS:

Minimum Topics / Exercises:

- A. Basic Tactical
- B. Student Evaluation / Testing
- C. Safety Guidelines / Orientation
- D. Sight Alignment, Trigger Control, Accuracy
- E. Target Recognition and Analysis
- F. Weapons Clearing
- G. Live Fire Tactical
 - H. Policy and / or Legal Issues
 - I. Use of Force Considerations (options)
 - J. Moral Obligations

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COURSE OBJECTIVES:

The student will:

- A. Demonstrate knowledge of the Department Use of Force / Firearms Policy.
- B. Demonstrate a minimum standard of patrol rifle proficiency with every technique, exercise and course of fire to include:
 - 1. Judgement and Decision Making.
 - 2. Weapons Safety.
 - 3. Basic Presentation Technique.
 - 4. Fundamentals of Shooting.
 - 5. Target / Non-target Identification.
 - 6. Speed, Accuracy and Effectiveness under stress and movement conditions.
 - 7. Shot Placement: Stopping Power - Multiple Rounds.

Minimum standards of performance shall be tested by an instructor observing the student during the performance of each technique, exercise and course of fire. If the student does not meet the minimum standards, reasonable remedial training will be provided until the standard is met or the student is denied certification.

The AR-15 rifle is also referred to as the patrol rifle. Only personnel who have successfully completed a two day 16 hour certification course and maintain their yearly certification may deploy the AR-15 rifle. The live fire exercises for the patrol rifle are designed to include all of the basic fundamentals regarding its use. The drills include rapid decision making, shoot/no-shoot decisions, multiple targets, positional shooting, use of cover, and working in teams. Students will be evaluated and/or tested on the skills reviewed and practiced during these courses of fire. Students who are successful in completing the AR-15 rifle certification class will have demonstrated their ability to handle the rifle safely, effectively, and with a high level of accuracy.

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RE-CERTIFICATION EIGHT HOURS

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I.

INTRODUCTION / ORIENTATION (C)

- A. Introduction, Registration and Orientation.
- B. Course Objectives, Overview, Exercises, Evaluation and Testing.
- C. Issuance of Safety Equipment (if needed).
- D. Issuance of Patrol Rifle (if needed).
- E. Weapons Maintenance.
 - 1. Disassemble, Inspect for Damage, Lube.

II.

FIREARMS SAFETY (C)

- A. Review Weapons Safety, Basic Safety Rules and Range Rules
 - 1. Treat all weapons as if they are loaded.
 - 2. Never point the muzzle at anything you are not willing to shoot.
 - 3. Keep your finger off the trigger until you have made the decision to shoot.
 - 4. Be sure of your target, backstop and what is beyond.
 - 5. Range Rules

- a. Must wear approved safety glasses and hearing protection.
- b. No live ammunition permitted inside the classroom.
- c. Follow instructor commands.
- d. If instructions are unclear, raise support hand and ask for clarification, don't guess. Keep muzzle pointed in a safe direction and do not back off of the line.
- e. Maintain strict weapon discipline and muzzle control.

III.

LETHAL FORCE OVERVIEW
(I, J)

(H,

- A. Legal/Moral/Ethical issues involving use of force/lethal force.
- B. Civil implications of using force/lethal force.
- C. Review Department policy regarding use of force/lethal force.
- D. Review of Departments firearms policy.
- E. Use of force within the spectrum of force options.

LEARNING OBJECTIVES

IV. AR-15 RIFLE BASIC MANIPULATIONS

A.
Operating the rifle (B)

1. Demonstrate and practice loading and unloading.
2. Demonstrate and practice chambering and clearing the chamber.
3. Demonstrate and practice malfunction clearance.
4. Demonstrate and practice bringing rifle back to patrol ready configuration.

V. AR-15 RIFLE SIGHT VERIFICATION

A. Fire Sight-in (B, D) Live

1. Sight-in conducted at 50 yards.
2. Rifles shot from a sandbag rest.
3. Instructors make sight adjustments as necessary.
4. Both iron sights and optic are checked for proper alignment.

VI. POSITIONAL SHOOTING WITH TACTICAL RELOADS

A. Live fire shooting from supported standing, kneeling and prone positions

1. Fire 2 rounds standing supported position
2. Conduct tactical reload
3. Move to kneeling position, fire 2 rounds
4. Conduct tactical reload
5. Move to prone position, fire 2 rounds

VII. POSITIONAL SHOOTING WITH SPEED RELOADS

- A. Live fire shooting from supported standing, kneeling and prone positions
 - 1. Fire 2 rounds standing supported position
 - 2. Conduct speed reload
 - 3. Move to kneeling position, fire 2 rounds
 - 4. Conduct speed reload
 - 5. Move to prone position, fire 2 rounds

VIII. SHOOTING FROM COVER

- A. Use of Barricades
 - 1. Shoot while using cover.
 - 2. Lateral movement to cover and fire.
 - 3. Backing to cover and fire.
 - 4. Forward movement to cover and fire.
 - 5. Shoot while moving to cover.

IX. TACTICAL MOVEMENT, SHOOTING AND COMMUNICATIONS

- A. Doorway Entry Drill (A, B, D, E, F, G)
 - 1. Slicing the pie search technique.
 - 2. Clearing deep pockets during searches.

3. Off hand transitional search.
 - a. Weapon in support side shoulder based on direction of entry.
 - b. Support side shoulder weapon firing.
4. Utilizing both shoot and don't shoot targets.
5. Clear weapons at the end of each drill.

B.
Short Range Bound and Cover (A, B, D, E, F,
G)

1. Use of verbal commands
 - a. "Moving", "Move", "Set", "Loading" and "Ready".
2. Short burst bounding movement.
3. Proper use of cover - conforming to cover.
4. Stress muzzle awareness.

5. Clear weapons at the end of each drill.

C.
Containment and Communications Drill (A, B, D, E,
F, G)

1. Deploy in teams, shooter/spotter.
2. Utilizing binoculars to identify shoot and no-shoot targets.
3. Teams communicate to identify threat targets and their locations.
4. Teams communicate to identify non-threat targets and their locations.
5. Shooter engages only the threat targets that are unique to their drill.
6. Clear weapons at the end of each drill.

X. TEST

A.
Bulls-eye Target Test (B, F)

1. Shot from the 50 yard line.
2. Prone position both iron sight and optic
3. Shooters choice - iron sight or optic, standing or kneeling
4. 15 rounds total - 100% hits required to pass
5. Clear weapons at the end of the test.

IX. WEAPONS MAINTENANCE

A.
Supervised Gun Cleaning (B, F)

1. Inspect and ensure all weapons are unloaded.
2. Disassembly of weapon.
3. Inspection of internal parts.
4. Thorough cleaning of weapon.
5. Lubrication of weapon.
6. Reassembly of weapon.
7. Inspection of weapon by weapons training

instructor.

X. ORIGINATION DATE

Effective date of outline: **01/01/2010**

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XI. REVISION DATES