

# Hayward Police Department

CA POST Approved

Patrol Rifle Training Course



By Ofc B. Hutchinson & Ofc E. Melendez

# HAYWARD POLICE DEPARTMENT

## Tactical Firearms Training

### Patrol Rifle Course

#### **COURSE GOAL:**

The course will provide officers the necessary training in properly deploying the patrol rifle that will satisfy POST rifle requirements governed under penal code section 33220(B). The officer(s) will develop the necessary tactical rifle skills to survive and win a lethal force encounter.

The course consists of a hands on/practical skills rifle training for in-service officers. The course is designed to give the in-service officer a solid foundation and working knowledge of the AR-15/M-16 type rifle. In-service officers are expected to have a good working knowledge of basic handgun skills and expected to be qualified with their duty handgun.

The course is designed as a 16 hour course where the officer(s) will take a written knowledge test of the AR-15/M-16 and demonstrate basic gun handling skills with the rifle during a live fire practical exercise.

#### **TACTICAL PATROL RIFLE**

##### **Topics Covered**

- 1) Basic Firearms Safety and Range Safety Procedures.
- 2) HPD Firearms Policy #312, HPD Use of Force Policy #300, HPD Shooting Policy #304.
- 3) Seven basic fundamentals of shooting.
- 4) Use of the sling.
- 5) Target recognition and analysis.
- 6) Weapon malfunction drills.
- 7) Proper use of cover.
- 8) Positional shooting with the rifle.

- 9) Weapon retention.
- 10) Compensated point of aim at close range shooting.
- 11) Moral Obligations.
- 12) Live fire exercises.
- 13) Judgment and decision making exercises.
- 14) Student written and live fire test.

### **COURSE OBJECTIVES:**

The Officer(s) will:

- 1) Demonstrate knowledge of the Department Use of Force and Firearms Policies.
- 2) Identify the tactical analysis key point's related to tactical firearms as reported in the POST Law Enforcement Officers Killed and Assaulted (LEOKA) Studies (1994-Present).
- 3) Demonstrate proficiency in the proper deployment and use of the tactical patrol rifle to include:
  - A. Judgment and decision making.
  - B. Weapon Safety.
  - C. Basic shooting fundamentals.
  - D. Speed, accuracy and effectiveness under simulated stress and movement conditions.
  - E. Shot placement: Multiple rounds, failure drill, and disabling shooting.

**Minimum standards of performance will be in the form of a written test with an 80% pass rate (out of 100%). Once the student has passed the written performance test, the student will demonstrate proper gun handling safety, proper loading/unloading procedures, proper tactical and emergency reloading procedures, and live fire evaluation. If the student fails to demonstrate proficiency with the above mentioned, the student will not pass the course and will have to remediate.**

## **RIFLE COURSE OUTLINE**

- I. INTRODUCTION/ORIENTATION **I(c)**
- A. Introduction, Registration and Orientation.
  - B. Course objectives/overviews, exercises and test/evaluation.
  - C. Basic 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 are on target and ready to fire.
    - 4. Be sure of your target and background.
  - D. Range Safety Procedures.
    - 1. Range and Tactical Safety:
      - a. Follow all range rules.
      - b. Follow all instructor commands.
      - c. Strict weapon discipline and muzzle control.
      - d. Know where your partners are, left and right.
    - 2. Review of Range Safety Rules:
      - a. Cover primary elements as a checklist with students.
      - b. Emergency and first aid procedures to include:
        - 1. Radio and phone procedures.
        - 2. Location of closest medical facility.
- II. LETHAL FORCE OVERVIEW **I(h,I,j)**
- A. Legal/Moral/Ethical Issues involving Use of Force/Lethal Force.
  - B. Civil implications of using force/lethal force.
  - C. Report writing and preliminary investigation overview.
- III. USE OF FORCE/LETHAL FORCE AND FIREARMS POLICY **I(h,i)**
- A. Use of force options:
    - 1. Lethal force within the spectrum of force options.
    - 2. Verbal, Hands, Less-lethal, Lethal force.
    - 3. Escalation and De-escalation process.
  - B. Department Policy:
    - 1. Reasonable cause to believe
    - 2. Imminent danger

3. Death or great bodily injury
  4. Fleeing violent felon specification
  5. Other policy areas and issues
- C. Supporting Case Law
1. Tennessee vs. Garner
    - a. Deadly force
    - b. Fleeing felon
  2. Graham vs. Conner
    - a. **“Objective Reasonableness”**

IV. POST LAW ENFORCEMENT OFFICERS KILLED/ASSAULTED (LEOKA)

[REDACTED]

v. FUNDAMENTALS OF SHOOTING

**I(d)**

- A. Stance or stable shooting position
  1. Strong, balanced ready position.
  2. Standing, kneeling, squatting, prone, unconventional positions.
- B. Grip and shoulder mounting
  1. Firm grip around the extended pistol grip handle with the firing hand.
  2. Firm grip around the barrel hand guards with support hand.
  3. Toe of the butt stock firmly into the shoulder.
  4. Place your cheek into the top of the butt stock a few inches behind the charging handle.
- C. Sight Alignment
  1. Iron sights
    - a. Rear sight aperture “ghost ring” aligned with the front post sight.

- b. Front post should be in the middle of the ghost ring, with the tip of the front in the middle of the ring. There should be equal space on each side of the post.
    - 2. Optics
      - a. There are various types of optics available for the AR15 rifle. Utilize the manufactures recommendations for each individual optic for mounting, sight adjustment and sight alignment onto target.
- D. Sight Picture
  - 1. Iron Sights
    - a. Once sight alignment has been achieved, place the tip of the front sight onto your intended target.
    - b. The tip of the front sight should be in focus. The rear ghost ring and target should be blurred or out of focus.
  - 2. Optics
    - a. Place the red dot, chevron, or crosshair onto your intended target.
    - b. Optics can be shot with both eyes open.
- E. Breathing

Breathing is very important when shooting a long gun, especially if there is any distance involved. Your shots should be fired during the natural respiratory pause of your breathing. Do not hold your breath when shooting.
- F. Trigger Control
  - 1. Place the pad of your index finger onto the trigger. Do not place too much of your finger onto the trigger.
  - 2. Apply steady, rearward pressure on the trigger. Do not anticipate the shot. This will cause you to flinch and miss the intended target. The shot should come as a “surprise” as you apply the rearward pressure.
  - 3. Once the round has been fired, allow the trigger to move forward until you feel and hear the sear reset (small metallic click). DO NOT remove your finger from the trigger while it is moving forward. Once the sear has been reset, do not allow the trigger to move forward any further.
  - 4. Apply steady rearward pressure to the trigger, taking up the slack but not enough to fire a shot.
- G. Follow Through

Once the round has been fired, bring your weapon back onto target. Realign your sights, acquire another sight picture on your target, and reset your trigger sear preparing to fire another round.

- A. Assess the target to ascertain if it had been hit.
  - 1. Are more round's required to stop the threat?
  - 2. Continue to fire at the threat until it is no longer a threat.
  - 3. Do not get into the habit of counting your rounds.

[REDACTED]

[REDACTED]

[REDACTED]

- E. Suspect's actions
  - 1. The suspect's actions dictate the outcome of the gunfight
    - a. If the suspect remains a threat, eliminate the threat.
    - b. If the suspect surrenders, take into custody.

[REDACTED]

- F. Focus on the Threat
  - 1. Deal with one problem at a time but be aware of other threats.
  - 2. Once you have made the decision to use deadly force, do not hesitate.
  - 3. Preemptive action may be used given the totality of the circumstances.

[REDACTED]



VII. WEAPON NOMENCLATURE AND HISTORY

I(c)

A. History

1. Weapon designer: Eugene Stoner
2. Year weapon was introduced to the Air Force: 1964
3. Field the weapon in mass in Vietnam in 1965
4. The first polymer weapon field by the military.

B. Nomenclature

1. The rifle is a shoulder mounted, air cooled, magazine fed, semi-automatic or select fire rifle that is designed to fire the 5.56MM NATO round. The rifle will also fire the .223 caliber round.
2. The rifle is broken down into two three major components:
  - a. Upper receiver.
  - b. Lower receiver.
  - c. Magazines.
3. Upper receiver components
  - a. Barrel. Lengths vary from 20 inches. 16.5 inches, 14.5 inches, and 10 inches. Longer and shorter barrel lengths are available; however, the above sizes are standard in the Law Enforcement community.
  - b. Front and rear sights.
  - c. Carrying handle.
  - d. Flash suppressor.
  - e. Upper receiver body.
  - f. Forward assist.
  - g. Ejection port.
  - h. Gas tube.
  - i. Forearm handles, two pieces.
  - j. Slip ring.
4. Lower receiver components
  - a. Lower receiver body.
  - b. Butt stock.
  - c. Trigger assembly.
  - d. Magazine release.
  - e. Magazine well.



- f. Buffer and buffer spring.
- g. Selector switch
- 5. Magazine
  - a. Body
  - b. Floor Plate
  - c. Follower
  - d. Spring
- 6. Accessories
  - a. Optics
    - 1. Close Quarter Battle (CQB) type (EOTech, Aimpoint, Trijicon)
    - 2. Magnification type.
  - b. Slings
    - 1. Single point
    - 2. Two point
    - 3. Three point
  - c. Lights
  - d. Lasers
  - e. Picatinny rails
  - f. Vertical forward handles
  - g. Suppressors

# Patrol Rifle Training Course

16 hours

Day One

0700 – 0800 Administrative

1. Officers will fill out all range cards
2. Safety briefing
3. Equipment safety inspection of all participants weapons

0800 – 0900 The AR-15, [REDACTED]

1. Nomenclature of an AR-15
2. Basic Functions / Eight step function cycle
3. Basic Capabilities of a police carbine
4. The limitations of an AR-15 / .223 caliber round

0900 – 1000 Zeroing of sights

1. Proper zeroing of iron sights
2. Zeroing holographic style sights
3. Zeroing advanced combat optics with magnification

1000 – 1100 Loading/Unloading

1. Administrative Loading
2. Emergency/Speed Loading
3. Maximum Loading for magazine

1100 – 1200 Mechanical Off-Set (AKA Parallax)

1. Review of the affects of parallax with different sights
2. Compensating for parallax and short to medium contact distances

1200 – 1300 Lunch

1300 – 1400 Controlled Pairs

1. Using the sights to fire two controlled rounds into a target
2. Allows for higher hit probability in specified target

- 1400 – 1500 Positional shooting
1. Kneeling
  2. Squatting
  3. Prone
  4. Sitting, Unconventional
- 1500 – 1630 Disassembly and Cleaning
1. Basic Field Stripping
  2. Advanced Field Strip
  3. Cleaning methodology
  4. Maintenance and Inspection concerns
- 1630 - 1700 Closing Administrative and Range Cleanup

## Day Two

- 0700 – 0800 Review
1. Day one training material
  2. Equipment concerns
  3. Safety briefing
- 0800 – 0900 Turning movements
1. Right
  2. Left
  3. Pivots /180 degree turns
- 0900 – 1000 Malfunctions and clearing
1. Type One - Failure to Fire
  2. Type Two – Failure to Eject
  3. Type Three – Failure to Extract
  4. Type Four – Simple Double Feed
- 1000-1100 Movement shooting
1. Advancing in a low ready
  2. Using cover and concealment
  3. Use of safety

4. Move to contact

1100-1200 Proper Use of Barricades

1. Use of effective cover
2. Strong side to Off side shooting position
3. Different shooting positions from behind cover
4. Standoff from cover positions

1200 – 1300 Lunch

1300 – 1530 Rifle Shooting Drill

1. Course Emphasis
2. Shooting Drills
3. HPD Rifle Qualification course

1530 -1600 Use of a the sling

1. Two point mount/dismount
2. Three point
3. Single point

1600 -1700 Cleaning

1. Weapons
2. Range
3. Closing comments and questions.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]





[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]





[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]



[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]





[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]