

The Tulare County Sheriff's Office

Active Shooter / First Responder

Course Outline



Tulare County Sheriff's Office
Active Shooter / First Responder
Expanded Course Outline
(12 hours) Created 01-14-2018

Instructional Goal: To familiarize Deputies with school and community violence to demonstrate how to work with available resources to assess, locate, isolate, and engage in an active shooter incident safely and tactically.

Performance Objectives: Using lecture, group discussion, digital recordings, a multi-media presentation, Simunitions live fire exercises, and dynamic movement drills, the student will:

- Understand Department Policy and Procedure regarding their roll in an active shooter incident.
- Have a sound foundation for tactical movements through an active shooter incident.
- Realize the priority of life continuum when responding to an active shooter incident.

I. OVERVIEW AND INTRODUCTION TO THE EVOLUTION OF LAW ENFORCEMENT'S RESPONSE TO AN ACTIVE SHOOTER INCIDENT, DEFINITION OF AN ACTIVE SHOOTER, AND IMMEDIATE DEPLOYMENT TACTICS TO AN ACTIVE SHOOTER INCIDENT.

(3 Hours)

A. Welcome and Introduction

1. Welcome participants
2. Instructor introduction

B. Administrative Duties

1. Roll call
2. Class roster
3. Course guidelines, rules, and expectations

C. Evolution of Law Enforcement Response to Active Shooter Incidents

1. Community expectations for Law Enforcement to protect life
 - a) Standing by and listening to homicide is unacceptable.
 - (1) Provide CBS 60 minute interview with parents of Columbine High School victims. How would you summarize the feelings about Law Enforcement, shared by the parents of the victims of Columbine?
2. Debrief of tactics deployed to past active shooter incidents and the environment Officers encountered.
 - a) Texas Tower, contact team stopped the shooter.
 - b) McDonald's Massacre San Ysidro, sniper was on target early into the incident with no shot taken.
 - c) Luby's Café, suspect committed suicide after Officers engaged.
 - d) Columbine High School, Law Enforcement waited for SWAT to handle the incident.
 - e) Santana High School, suspect quickly apprehended by three Officers, one of whom was off duty.
 - f) Virginia Tech, large area traversed with breaching problems for Officers.
 - g) Aurora Colorado, well planned incident with booby traps at suspect's home.
 - h) Sandy Hook, elementary school with large amount of young victims.
 - i) Route 91, large amount of casualties caused by one individual and chaos that
3. Definition of Active Shooter
 - a) An individual actively engaged in killing or attempting to kill people in a confined and populated area³

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4. Deadly Force

- a) Based on the immediate defense of life or great bodily harm
- b) Individual Officer makes the decision
- c) Does not require approval from higher authority
- d) Remember "Objectively Reasonable"
- e) Just because it is an active shooter incident does not mean you can work outside the law or outside agency policy.

II. ROOM CLEARING TECHNIQUES AND TACTICAL TEAM MOVEMENTS TO THE SOUNDS OF VIOLENCE

(3 Hours)

A. Room Entry and Team Formation Movement Lecture

B. Practical Room Entry and Team Formation Movement

LEARNING OBJECTIVE: The student will be able to apply the lecture portion of room entries and team formation movement, to the practical portion of this class by working with other students to physically perform said room entries and formation movements.

GROUP EXERCISE PROCEDURES: The class will be broken into groups containing 4-5 students. Each group will be assigned a SWAT trained tactical group instructor who will provide instruction and critiques of each groups' respective team movements at the designated training site. Each group will be given a safety brief and will be searched three times for live ammunition, less lethal options, or edged weapons. No live ammunition, less lethal options, or edged weapons will be allowed on the student, while the student is moving through the room entries/team formation exercises.

- 1. Review of entry configurations and team formations with the group instructor.
 - a) Work through each entry configuration and team formation in various rooms and hallways at the training site.
 - b) Seek multiple answers from students on best firearm placement when approaching rooms and t-intersections.
 - c) Maintain a watchful eye of fatigue within the group as some may not be accustom to the physical exertion required for continuous room clearing.

III. SIMUNITIONS INTRODUCTION AND SAFETY BRIEFING

(30 minutes)

A. Safety Review of Simunitions Rounds and the Firearms Modified to Fire Simunitions rounds

LEARNING OBJECTIVE: The student will be able to understand the types of Simunitions rounds being used for the force on force scenarios they will be exposed to. The student will be aware the firearms they will use that are modified to fire Simunitions rounds, load and function just as their department issued pistol. The student will know and understand it is their responsibility to work through any firearm malfunction, just as they would in a real life situation.

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PROCEDURES: The class will remain in their previously assigned groups of 4-5 students. Each group will be assigned a SWAT trained tactical group instructor who will remain with the group throughout the safety brief and the subsequent scenarios. Each group will again be given a safety brief and will be searched three times for live ammunition, less lethal options, or edged weapons. No live ammunition, less lethal options, or edged weapons will be allowed on the student, while the student is moving through the scenarios which include the use of Simunitions firearms and Simunitions rounds. Each student who is participating in the training will sign the Simunitions Acknowledgement and Waiver Form prior to the start of any scenarios.

1. Simunitions/modified firearms safety review.
 - a) All guns are always loaded.
 - b) Never let your muzzle cover anything you are not willing to destroy.
 - c) Keep finger off the trigger until you are ready to fire.
 - d) Be aware of your target and background.

IV. ACTIVE SHOOTER RESPONSE SCENARIOS

(5 hours)

A. Group Response to Active Shooter Incident Scenarios

LEARNING OBJECTIVE: The student will show their abilities of acting within policy, tactics, team movement, communication, intelligence gathering, and use of force in various active shooter incidents.

PROCEDURES: The class will engage in active shooter scenarios which holds the potential for force on force applications by way of Simunitions modified firearms and Simunitions rounds. Previously searched roll players, wearing the necessary safety equipment, and who have signed the Simunitions Acknowledgement and Waiver Form, will assist the training by simulating injured people at the scene of an active shooter incident. One role player will be selected as the suspect of the active shooter incident and will be given specific directions regarding his/her response to the students when confronted. At the conclusion of each scenario, a debrief will be held between instructors and students to discuss tactics, policy, and observations.

- a) Scenario 1
- b) Scenario 2
- c) Scenario 3
- d) Scenario 4

V. CLOSING

(30 minutes)

Procedures:

- A. Bring the students together for a closing discussion
- B. The goals of the discussion are as follows:
 1. Review the learning outcomes of the class

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2. Discuss student learning
 3. Allow students to provide critiques of how to improve the training.
- C. Learning Verification: Debrief the class by questioning students about their learning
1. Reflect back to the course content
 2. Consider use of a "three-two-one" questioning sequence to get things rolling
 - a) Three: Describe three things you noticed about your active shooter knowledge.
 - b) Two: Explain two concepts you learned today.
 - c) One: What was the one most important point you gained from today?
 3. Other sample debrief questions:
 - a) Refer to the learning outcomes. What exercises during the class allowed you to demonstrate these things? SPECIFICALLY, how did they do this?
 - b) What portion of the class was most valuable to you and why?
 - c) How will what you learned here today effect the way you approach an active shooter incident? Off duty?
 - d) What would you like to see in the scenarios in the future? What would be the teaching point?

D. Key Learning Points

