

Active Shooter Response

Orland Police Department #3740

Expanded Course Outline

Statement of Purpose:

This course will provide patrol officers with the knowledge, skills, and abilities to rapidly deploy and neutralize violent offenders during active shooter incidents in order to prevent the loss of innocent lives. This course will provide a brief overview of the history of active shooter incidents and tactics/techniques for responding to an active shooter incident.

1. Introduction
 - A. Instructors
 - i. Class and Instructor Expectations
 - B. Course Overview/Schedule
 - C. Administrative
 - i. Complete POST Attendance Roster
 - D. Pre-Test
 - i. Written test to determine knowledge prior to class

2. Definition of “Active Shooter”
 - A. National Tactical Officer’s Association of “Active Shooter”
 - B. Video: Florida School Board Shooting

3. Case Study – Columbine High School
 - A. Review of Incident / Law Enforcement Response
 - i. Timeline of what Klebold and Harris did
 - B. Review of pre-Columbine response priorities
 - i. Officer Safety
 - ii. Hostage/Public Safety
 - iii. Perpetrator Apprehension
 - iv. Perpetrator Safety
 - C. Lessons learned / discussion
 - i. New response priorities
 - ii. No longer able to set perimeter and wait for SWAT.
 - iii. 1st Responding officers must act

4. Law Enforcement Priorities During Active Shooter Incident
 - A. Hartford Consensus
 - i. Developed after Sandy Hook shooting (2012)

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- B. THREAT acronym for priorities
 - i. Threat suppression
 - ii. Hemorrhage Control
 - iii. Rapid
 - iv. Extraction to Safety
 - v. Assessment by medical providers
 - vi. Transport to definitive care

- 5. Case Study – Virginia Tech
 - A. Review of incident
 - i. Timeline of what Cho did
 - B. Post-Columbine Tactics Used
 - i. Officers on scene within minutes
 - C. Suspect barricaded doors
 - i. Officers had to overcome a barricaded situation
 - ii. Officers did not set perimeter and wait
 - D. Lessons learned / discussion
 - i. Cho committed suicide upon hearing officers approaching
 - ii. Tactics prevented further loss of life

- 6. Case Study – Salt Lake City - Trolley Square Mall
 - A. Review of incident
 - i. Timeline of events
 - B. Off-duty officer response
 - i. Pros/Cons of off-duty response to active shooter
 - ii. Preparation for off-duty shooting
 - iii. Discussion
 - C. Lessons learned
 - i. Officer had his wife call dispatch and give description of him.
 - ii. Officer announced himself to responding officers

- 7. Case Study – Taft High School
 - A. Review of incident
 - i. Timeline of events
 - ii. Pre-incident indicators
 - B. Things that went well
 - i. SRO on campus, on scene in seconds
 - ii. FBI Surveillance team blocks away
 - iii. SWAT team training w/ helicopter

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- C. Problems encountered
 - i. Cell phone / MDT failures
 - ii. Clogged streets from responding vehicles
 - iii. No pre-planned evacuation sites for reunification
 - D. Lessons learned
 - i. Discussion
8. Case Study - Uvalde
- A. Review of Incident
 - i. Timeline of Events
 - B. Police Response to Incident
 - i. Things that were handled well
 - ii. Things that were not handled well
 - iii. Training/Preparation prior to incident
 - C. Post-Incident Response / Investigation
 - i. Problems encountered
 - ii. Community Messaging
 - iii. Long-term issues/problems
9. Active Shooter History
- A. Five Phases
 - i. Fantasy Stage
 - ii. Planning Stage
 - iii. Preparation Stage
 - iv. Approach Stage
 - v. Implementation Stage
 - B. When intervention is possible
 - i. Has a crime been committed yet?
 - ii. 5150 W&I?
10. Department Active Shooter policy review
- A. Policy 424
 - B. Graham v. Connor
 - C. PC 835a (AB 392 & SB 230) – Use of Force
11. Active Shooter Zones
- A. Hot Zone
 - i. Direct/immediate threat
 - ii. Suspect is actively engaged or IED present
 - iii. Only L/E should enter

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- B. Warm Zone
 - i. Potential for threat exists, but is not direct/immediate
 - ii. Area cleared by law enforcement, but still close to a Hot Zone
 - iii. Location used for victim extraction / casualty collection
- C. Cold Zone
 - i. No significant threat anticipated
 - ii. Good location for command post
 - iii. Good location for victim triage / treatment

12. Tactics

- A. Team room entry tactics
 - i. 1, 2, 3, 4 person teams (pros/cons)
 - ii. Hard corners
 - iii. Avoid the “funnel of death”
 - iv. Ricochet rounds
- B. Barricaded doors/entry points
 - i. OPD Policy re: breaching doors
 - ii. Be aware of over-penetration
 - iii. Door breaching techniques
 - iv. Use of available tools to breach
 - v. Other sources of equipment
- C. Team Planning
 - i. Mental Preparedness
 - ii. Physiological preparedness
 - iii. Equipment
 - iv. Identifiable clothing
 - v. Multiple teams
 - vi. Communication
 - vii. Surrender Plan
- D. Team Movement
 - i. Designation of communications officer
 - ii. Tactical communication between team members
 - iii. Rear cover
 - iv. Direction/speed of movements
 - v. Noise/light discipline
- E. 4 A's
 - i. Assess
 - ii. Announce
 - iii. Assemble
 - iv. Act

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- F. Secondary Arrival
 - i. Establish command post
 - ii. Perimeter security
 - iii. Organize a rescue task force

- 13. After Incident Planning
 - A. Scene Security
 - i. Explosives
 - ii. Incendiary Devices
 - iii. Secondary Devices
 - B. Medical Attention
 - i. Create a Rescue Task Force
 - ii. Consider Casualty Collection Point
 - iii. Move victims to triage/treatment location
 - C. Complete search
 - i. Hidden Victims
 - ii. SWAT
 - iii. EDD
 - iv. EMS
 - D. Command Post
 - i. Follow OIS Protocol
 - E. Evacuation of incident site
 - i. Off Site reunification center?
 - ii. Identification and notification to victim families

- 14. Dry Practice Exercises / Role Play
 - A. Hallway movement (1, 2, & 3 person teams)
 - i. Watch windows/doors
 - ii. Check the rear
 - iii. Slow/steady movement toward threat
 - iv. Passing injured/deceased
 - v. Utilize suspect experiencing tunnel vision
 - B. Rescue Task Force movement
 - i. 4 person team movement w/ rescue personnel in the middle
 - ii. Diamond formation
 - iii. Security at victims while rescue workers prepare them for evacuation

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- C. Room Entry (1, 2, 3, & 4 person teams)
 - i. HARD CORNERS
 - ii. Left v. right
 - iii. Stack at door
 - iv. Go signal
 - v. Hallway guard
 - D. Team Member Down
 - i. Radio for assistance
 - ii. Move forward v. retreat
15. SIMS or Air Munitions Scenario Practice / Simulations
- A. Safety Briefing
 - i. No live ammunition or weapons
 - ii. Weapon/Ammunition safety check
 - iii. Issuance of safety equipment
 - iv. Review of safety plan / policies
 - B. Color/Number Drill (3 students at a time)
 - i. 3 targets w/ 4 numbers on each
 - ii. Each shooter assigned a color (Yellow/Blue/Red)
 - iii. Students make a small circle and face each other
 - iv. 1-2 colors called and 1-3 numbers called
 - v. When color is called, student fires 2 shots to each number called
 - vi. May have to push/shoot around other students to engage target
 - vii. Simulates having to move people out of a hallway to engage targets
 - viii. MUZZLE CONTROL / Do not flag the other students
 - C. Scenario Drills
 - i. Minimum of 6 (up to 12) varied scenarios dependent upon time and supplies
 - ii. At a minimum, students will be exposed to the following scenarios:
 - a. Multiple suspects
 - b. Suspect surrender (no-shoot)
 - c. Ambush of team
 - d. Suspect w/ edged weapon
 - e. Suicide by cop
 - f. Hostage scenario
 - g. Injured and/or deceased victims (role-play)
 - h. Rescue Task Force victim evacuation
 - C. Debrief
 - i. Review of original class expectations and whether questions were answered
 - ii. Questions or concerns

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16. Conclusion
 - A. Post-test
 - i. Grade post-test
 - B. Instructor evaluation
 - C. Course evaluation

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