

# **FOLSOM POLICE DEPARTMENT (5990)**

## **Active Shooter Response 8 Hour Block**

### **Expanded Course Outline**

#### **COURSE GOAL:**

The course will provide the trainee with the techniques, tactics, and law enforcement expectations when responding Active Shooter Situation. The trainee will develop the necessary tactical knowledge and skills to safely and effectively address an Active Shooter Event.

The course consists of classroom learning as well as scenario based training including the use of simmunitions or airsoft.

#### **A. Introduction (45 Minutes)**

1. Welcome & Introduction
2. Identify course goals
  - a. Definition of Active Shooter
  - b. Provide training in tactical and deployment considerations
  - c. Review first responder responsibilities
  - d. County standard and why?
3. Identify course objectives
  - a. Classroom discussion of Active Shooter response
  - b. Utilizing empty classrooms, student will perform “contact” and/or “rescue” walkthroughs in accordance with the manner and methods taught by the instructors.
4. Provide course overview
  - a. Review and discuss Active Shooter techniques
  - b. Practical application exercise

#### **B. Safety Briefing (45 Minutes)**

1. Safety Officer reviews safety guidelines with class
  - a. **No live weapons or ammunition allowed inside training site.**
  - b. Only “Simunitions” or Airsoft weapons will be allowed in exercise
  - c. Proper protective gear will be worn during all training
  - d. All weapon systems will be checked by a Safety Officer and all instructors prior to use in the scenarios

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- e. Students shall report all injuries to Instructional Staff.
- f. Safety equipment (First Aid Kit, I.F.A.K., fire extinguishers will be placed at all scenario sites.

#### **C. Active Shooter Response Training Instruction (1 hour)**

1. Review of deployment techniques and responsibilities
  - a. Diamond formation
  - b. Contact team
    - 1) Point Officer
    - 2) Right Flank
    - 3) Left Flank
    - 4) Rear Security
  - c. Rescue Team
    - 1) Point Officer
    - 2) Rescue Handlers
    - 3) Rear Security
  - d. Movement/Mindset
    - 1) Fluid and Aggressive
    - 2) Slow and Deliberate
2. Practical Application Exercises
  - a. Contact Scenarios
    - 1) Fluid and Aggressive
      - i. Open area
      - ii. Structure searches
    - 2) Slow and Deliberate
      - i. Posting
        1. Button-hook
        2. Criss-cross
      - ii. Flowing
  - b. Rescue Scenarios
    - 1) 2 Officer Carry and cover
3. Learning Activities
  - a. Instructors will demonstrate each technique
  - b. Students will perform each technique
  - c. Students will be evaluated as they perform each technique

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- D. Live scenarios with Simmunitions/Airsoft (5 hours)**
1. Practical exercises to reinforce learning points and movements above.
    - a. Proper formation and movement
    - b. Areas of responsibility
    - c. Discretionary decision making
      1. Shoot/don't shoot situations
  2. Learning points may be illustrated as needed or between scenarios.
  3. Scenarios may include any of the scenarios described below, including repeating scenarios with slight variations where it may benefit student learning.
  4. Students will be evaluated on how they applied the techniques previously taught
- E. Wrap-up (30 min)**
1. Remediate (if needed)
  2. Student Evaluation
    - a. Instructor/course evaluation
  3. Conclusion
    - a. Debrief
    - b. Student questions and answers
    - c. Equipment turn / Facility clean up

**Scenarios**

**Scenario #1**

3-6 Officers will respond to a simulated school location for an active shooter incident. The first scenario will have one suspect actively engaging victim students and staff at random. This scenario will test the first arriving officer's ability to rapidly self-deploy, while requesting and directing incoming resources. The scenario will conclude when the suspect is located and the threat neutralized.

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### **Scenario #2**

3-6 Officers will respond to a simulated commercial location for an active shooter incident. The scenario will have one suspect in a known location, targeting specific employees of the location. This scenario will transition from an active shooter incident to a barricaded suspect incident. This scenario will test the first arriving officer's ability to rapidly self-deploy, while requesting and directing incoming resources. It will also test the officer's ability to distinguish between an active shooter incident and a barricaded suspect incident. This will be a "no-shoot" scenario.

### **Scenario #3**

3-6 Officers will respond to a location for an active shooter incident. The scenario will have one suspect who, unbeknown to the officers, fled the scene prior to their arrival. This scenario will test the first arriving officer's ability to rapidly self-deploy, while requesting and directing incoming resources. This scenario will require a coordinated, systematic and detailed search of the training location.

### **Scenario #4**

3-6 Officers will respond to a specified location for an active shooter incident. The scenario will have two suspects' actively engaging students and staff at random. This scenario will test the first arriving officer's ability to rapidly self-deploy, while requesting and directing incoming resources. This scenario will allow an opportunity for multiple response cells to be deployed and will test the responding officers' ability to deploy and direct resources accordingly.

### **Scenario #5**

3-6 Officers will respond to a specified location for an active shooter incident with an initially responding officer or officers "down" due to an initial shooting. This scenario will test the first arriving officer's ability to rapidly self-deploy, including balancing the need for rescue of downed officers with the need to neutralize the ongoing threat from the active

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shooter(s). This scenario will allow an opportunity for multiple response cells to be deployed and will test the responding officers' ability to successfully rescue an injured officer.

#### **F. TESTING/REMEDIATION**

1. Practical application will be graded on a pass/fail basis.
2. Students will be graded on how they applied the techniques taught.
3. Any student who does not receive a passing score will receive remedial training in that area and be retested until he/she successfully performs the technique.
4. The instructor will document remedial training.