

# Active Shooter Response for School-Based Law Enforcement



Course #2195

January 2020

# Active Shooter Response for School-Based Law Enforcement

## ABSTRACT

This guide is designed to assist the instructor in developing an appropriate lesson plan to teach the course learning objectives. The learning objectives are the minimum required content of the Active Shooter Response for School-Based Law Enforcement Program. This course is a required course to be completed no later than 180 days from the officer's employment with an independent school district police department or assignment to provide services at a school district. A peace officer who was employed by an independent school district police department or assigned to provide services at a school district on or before September 1, 2019, shall complete this training program not later than August 31, 2020.

**Note to Trainers: It is the responsibility of the training coordinator to ensure this curriculum and its materials are kept up to date. Refer to curriculum and legal resources for changes in subject matter or laws relating to this topic as well as the Texas Commission on Law Enforcement website at [www.tcole.texas.gov](http://www.tcole.texas.gov) for edits due to course review.**

**Target Population:** Law Enforcement Officers and School Resource Officers who are appointed by Texas independent school district police departments or who provide law enforcement services at a school district.

### **Student Pre-Requisites:**

- None

### **Instructor Pre-Requisites:**

- Certified TCOLE Instructor and/or
- Subject Matter Expert in active shooter response, Special Weapons and Tactics, Reality-based training or similar tactical training

**Length of Course:** 8 hours minimum

### **Required Equipment:**

- Inert training guns
- Training tourniquets

### **Method(s) of Instruction:**

- Lecture
- Discussion
- Scenario-based skills training and evaluation
- Videos/PowerPoint

**Assessment:** Assessment is required for completion of this course to ensure the student has a thorough comprehension of all learning objectives. Training providers are responsible for assessing and documenting student mastery of all objectives in this course.

**Reference materials:**

- House Bill 2195 (86<sup>th</sup> Regular Session)
- Education Code Chapter 37

# Active Shooter Response for School-Based Law Enforcement

## TCOLE Course #2195

### Learning Objectives

#### UNIT 1. History of Active Shooter Events and Training Requirements

- 1.1 **Learning Objective:** The student will be able to discuss HB 2195 (86<sup>th</sup> Regular Session) and required law enforcement training requirements under the Act.
- 1.2 **Learning Objective:** The student will be able to identify historic school-related active shooter events and their influence on law enforcement response tactics.
- 1.3 **Learning Objective:** The student will be able to compare/contrast an active shooter event and a hostage or barricade crisis

#### UNIT 2. Priorities of Action for School Based Law Enforcement

- 2.1 **Learning Objective:** The student will be able to discuss the Avoid-Deny-Defend model that is commonly trained for civilian response in active shooter events.
- 2.2 **Learning Objective:** The student will be able to identify expectations of School-based Law Enforcement Officers during an active shooter event.
- 2.3 **Learning Objective:** The student will be able to identify response priorities during school shootings.

#### UNIT 3. Stop the Killing - Solo Response to Active Shooter Events

- 3.1 **Learning Objective:** The student will be able to explain the need to potentially adopt a solo response to an active shooter event.
- 3.2 **Learning Objective:** The student will be able to demonstrate proper muzzle discipline and movement while searching a building and moving amongst other people.
- 3.3 **Learning Objective:** The student will be able to demonstrate the concepts of proper threshold evaluation.

#### UNIT 4. Unified Response

- 4.1 **Learning Objective:** The student will be able to explain communication strategies for solo officer response.
- 4.2 **Learning Objective:** The student will be able to identify strategies to deal with other armed school employees, citizens or plain clothes officers who respond.

#### UNIT 5. Stop the Dying - Transitioning to First Aid and Evacuation of the Injured

- 5.1 **Learning Objective:** The student will be able to identify communication strategies after the killing has stopped.
- 5.2 **Learning Objective:** The student will be able to demonstrate emergency aid procedures for effective bleeding control.

#### UNIT 6. Active Shooter Scenario Training and Evaluation

- 6.1**      **Learning Objective:** The student will be able to demonstrate skills covered in previous units when presented with simulated active shooter scenarios.

## Active Shooter Response for School-Based Law Enforcement

### **UNIT 1. History of Active Shooter Events and Training Requirements**

- 1.1** The student will be able to discuss HB 2195 (86<sup>th</sup> Regular Session) and required law enforcement training requirements under the Act

In response to school shooting events, the Texas Legislature passed House Bill 2195 during 86<sup>th</sup> Regular Session in 2019. The bill amended the Texas Education Code to require school districts to develop a plan for active shooter response as part of its multi-hazard emergency operations plan.

The bill further amended the Education Code to require school district police officers or school resource officers assigned to provide services in schools to complete an active shooter response training program approved by TCOLE. Police officers employed by a school district or peace officers assigned to provide service to schools (SROs) are required to complete this training within 180 days of employment or assignment. Officers employed or assigned prior to September 1, 2019 must complete the training by August 31, 2020.

- 1.2** The student will be able to identify historic school-related active shooter events and their influence on law enforcement response tactics.

Columbine High School – Littleton, CO

April 20, 1999 - 14 students (including shooters) and one teacher killed, 27 others wounded at Columbine High School in the nation's deadliest school shooting up to that time. Two shooters (17 & 18 yoa), had plotted for a year to kill at least 500 and blow up their school. At the end of their hour-long rampage, they turned their guns on themselves.

Law enforcement doctrine of the day was based on patrol-based first responders forming a containment perimeter and calling out SWAT or other specialized teams to deal with the situation. The Columbine outcome and the fact that much of the event was broadcast real-time on television led to public outcry about police “hiding outside while children died inside the school.” The event also led to large scale revision of police tactics and

training doctrine. Organizations such as the National Tactical Officers Association (NTOA) and Texas Tactical Police Officers Association (TTPOA) starting developing and delivering first-responder based response tactics for active shooter situations. Programs like the Rapid Response to Active Shooter from the ALERRT Center in San Marcos, Texas grew out of this period.

#### Marjorie Stoneham Douglas High School – Parkland, FL

February 14, 2018 - A 19 year old former student opened fire with a semi-automatic rifle killing 17 people and injuring 17 others. The suspect fled the scene on foot by blending in with other escaping students. He was arrested without incident about an hour later in nearby Coral Springs. He confessed to the crime and was charged with 17 counts of premeditated murder and 17 counts of attempted murder.

An armed school resource officer from the Broward County Sheriff's Office was on campus when the shooting broke out. Instead of entering Building 12 to confront the gunman and return fire, he remained outside between Building 12 during the shooting. The individual officer and the Broward County Sheriff's Office both came under a great deal of criticism for the way the event was handled. The SRO in question was suspended without pay by the sheriff's office and immediately retired upon his suspension.

#### Santa Fe High School – Santa Fe, TX

May 18, 2018 – A 17 year old student at the school entered the high school art complex at approximately 7:30 AM armed with a 12 gauge shotgun and a .38 revolver. The student killed 8 fellow students and 2 teachers, while wounding thirteen others including a Santa Fe ISD Officer. The officer was wounded in his right arm and required a tourniquet to stop the blood loss.

Two Santa Fe ISD officers were on campus and responded to the building within one minute of the start of the event. Once they engaged the shooter, one officer was immediately wounded. A quick tourniquet application saved his life. The shooter was engaged and isolated by the other officer as the two traded gunfire. The shooter eventually surrendered to police and was taken into custody. Reports indicate that the shooter had intended to commit suicide but was not brave enough to do so.

**INSTRUCTOR NOTE:** Other relevant or new active shooter or school violence events may be used as case studies to enhance the training.

- 1.3 The student will be able to compare/contrast an active shooter event and a hostage or barricade crisis

An active shooter event involves one or more persons engaged in killing or attempting to kill people in an area occupied by multiple unrelated individuals.

While there is not a set “profile” some common characteristics can be seen. The shooter is deliberate, focused and detached from what is happening. They are the bully. Some kill themselves or give up when confronted by the police. The number of deaths in an active shooter event is primarily affected by two factors:

- How quickly the police or other armed response arrives and engages them
- How quickly the shooter can find victims

A hostage crisis develops when one or more criminals hold people against their will and try to hold off the authorities by force, threatening to kill the hostages if provoked or attacked. Typically, the party of the hostage-taker(s) will issue demands to the forces keeping him/her, or them, surrounded. In cases where the hostage situation was improvised as a desperate attempt to avoid capture, the demands usually revolve around exchanging the lives of the hostages for transport to safety. A simple barricade crisis develops when an armed actor(s) isolates themselves with little or no ability to harm innocent others. Barricaded subjects pose the greatest threat when attempts are made to enter the space and subdue them.

An event that starts as an active shooter event can easily morph into a hostage crisis and vice versa. The patrol response and search tactics for dealing with active shooters and hostage/barricade situations are starkly different.

## **UNIT 2. Priorities of Action for School Based Law Enforcement**

**2.1** The student will be able to discuss the Avoid-Deny-Defend model that is commonly trained for civilian response in active shooter events.

The Avoid, Deny, Defend (ADD) model is an effective model for teaching students, staff and visitors to enhance their survivability in an attack. School-based law enforcement officers can assist schools in implementing the program. This model was developed by Advanced Law Enforcement Rapid Response Training (ALERRT) Center at Texas State University – San Marcos. During an act of violence, follow these steps to prepare citizens to respond to an event.

**Avoid** being in the problem

- Pay attention to your surroundings.
- Have an exit plan.
- Move away from the source of the threat as quickly as possible.
- The more distance and barriers between you and the threat, the better.

**Deny** access to your location

- Keep distance between you and the source.
- Create barriers to prevent or slow down a threat from getting to you.
- Turn the lights off.
- Remain out of sight and quiet by hiding behind large objects and silence your phone.

### **Defend yourself**

- If you cannot avoid or deny, be prepared to defend yourself.
- Be aggressive and committed to your actions. Once a decision is made, it is time to act with a purpose!
- Do not fight fairly. This is about survival.

**INSTRUCTOR NOTE:** For more information and resources about the Avoid-Deny-Defend model. Instructors can contact the ALERRT Center at Texas State University-San Marcos. [www.alerrt.org](http://www.alerrt.org)

- 2.2 The student will be able to identify expectations of School-based Law Enforcement Officers during an active shooter event.

### **PRIORITY OF LIFE**

First responders to the active shooter scene will usually be required to place themselves in harm's way and display uncommon acts of courage to save the innocent. First responders must understand and accept the role of "Protector" and be prepared to meet violence with controlled aggression. The Priority of Life Scale is used to guide first responders during the critical decision making process that is required to effectively neutralize any threats. As first responders we must recognize that innocent life must be defended. A first responder unwilling to place the lives of the innocent above their own safety should consider another career field.

This scale does not suggest that any first responder approach the mission with reckless abandon for safety. The first responder using effective tactics coupled with situational awareness can isolate, distract, and neutralize the actor(s), while mitigating the loss of innocent life.

#### **Priority of Life Scale**

1. Innocent civilians
2. First responders
3. Offenders

Immediate, decisive action by school-based officers can have a dramatic impact on reducing casualties. Active shooter training for law enforcement is designed to improve the response capabilities of the police. Training for civilians is primarily designed around slowing down the rate at which the shooter can find victims, but there is also a self-defense component built in.

In the event of an active school attack, school-based law enforcement officers should do the best they can to fill the gap until other first responders can arrive. That will probably mean adopting a solo response to the threat.

Officers have three primary goals in responding to an active attack on their school. These goals are:

**ISOLATE** – Drive or segregate the attacker in an area where their capacity to harm students, staff or visitors is minimized until more first responders arrive.

**DISTRACT** – Engage the attacker so that they have a diminished capacity to hurt students, staff or visitors. If they are engaged with the officer(s) they will be less capable of hurting innocents. It also buys time for students, staff and visitors to implement their Avoid-Deny-Defend (ADD) strategies.

**NEUTRALIZE** – Take away the attacker’s capacity to harm other people. This may include the use of deadly force, disabling an attacker, or disarming an attacker and taking them into custody.

Achieving any of these three goals is an acceptable outcome. For example, if an officer forces an attacker into a room or area where they are isolated, cannot escape, and can do no more harm to students, staff, or visitors, the officer is not obligated to enter the room to deal with the attacker. They should maintain the isolation until other first responders arrive, treating the situation as a barricaded subject. If a school-based officer were to drive the attacker from the campus, the officer has no obligation to pursue the attacker away from the school. He/she should communicate the attacker’s last known location and direction to responders then start assisting the injured. An appropriate response for a school-based officer would be to remain at the school and ensure the attacker does not return.

Several officers have been criticized after events such as the shooting in Parkland, FL for a perceived failure to respond. Video footage of an officer “staging” outside the building while the attack in Parkland was going on drew a great deal of public criticism. There has been significant public and legislative debate about sanctioning peace officers who fail to act to stop the carnage during active shooter events at schools. Citizens have a reasonable expectation that police officers are willing to take risks to reduce casualties during active shooter event. Part of the reasoning behind House Bill 2195 was to ensure that Texas school-based law enforcement officers receive training specific to their role in stopping school shootings.

### 2.3 The student will be able to identify response priorities during school shootings.

Officers responding to active shooter events should be working through the following list of priorities during an event.

- **STOP THE KILLING** - Officer's first priority is to move in and confront the attacker. This may include bypassing the injured and not responding to cries for help from children.
- **STOP THE DYING** - Once the threat has been isolated, distracted, and/or neutralized, they should begin providing medical aid to those most seriously injured. In most circumstances, emergency medical service personnel will not enter the scene until it has been deemed safe by law enforcement. This means that law enforcement and other staff inside the structure must be the initial medical providers for many of the victims. Gunshot wounds and other penetrating trauma can cause bleeding, sometimes massive bleeding that must be quickly controlled. Texas schools are now required to train their staff and provide bleeding control kits in easily accessible areas of campus. Officers should train with other staff members and be aware of where to access bleeding control supplies.
- **EVACUATE THE INJURED** - As soon as the scene can be secured, every effort should be made to quickly evacuate the severely injured to medical facilities where they can get proper treatment.

**INSTRUCTOR NOTE:** House Bill 496 (86R) requires Texas public and open enrollment charter schools to implement traumatic injury response protocols and train staff members and volunteers to follow the protocols in the event of an emergency.

### **Unit 3. Stop the Killing - Solo Response to Active Shooter Events**

- 3.1** The student will be able to explain the need to potentially adopt a solo response to an active shooter event

Most Texas peace officers have received rapid response to active shooter training since the Columbine event. Through training providers such as the ALERRT Center, Texas Tactical Police Officers Association, the National Tactical Officers Association and regional/agency training providers, active shooter protocols and tactics have been widely trained. In fact, rapid response to active shooter training was added to the Texas Basic Peace Officer course in 2005 as a requirement in the Patrol Procedures section, so all Texas Peace Officers certified since 2005 should have received some form of basic active shooter response as part of their basic academy training.

Most response to active shooter training has been based on team tactics that normally leveraged 4 or more officers operating as a cohesive unit to search for and neutralize the threat(s). Training historically involved forming a diamond or "T" formation and rapidly advancing toward the sounds of the gunfire. The tactics and techniques have a great deal of value when the resources to use them are immediately available. It is obviously safer to

deploy teams with overlapping areas of responsibility. More eyes and more guns pointed at the problem would be preferable.

Time is the number one enemy during active shooter response. The short duration and high casualty rates produced by these events requires immediate response to reduce the loss of life. In many cases that immediate response means a single (solo) officer response until such times as other forces can arrive. The best hope that innocent victims have is that officers immediately move into action to isolate, distract or neutralize the threat, even if that means one officer acting alone.

- 3.2 The student will be able to demonstrate proper muzzle discipline and movement while searching a building and moving amongst other people.

**INSTRUCTOR NOTE:** Officers should practice the skills listed in this and subsequent sections using inert weapons (blue guns).

## **MUZZLE DISCIPLINE**

### **MODIFIED LOW-READY/COMBAT READY (Traveling Position)**

From a two hand support position with elbows slightly bent, bring the weapon back toward your body and, at the same time, lower the weapon keeping the sights aligned. Lower the weapon until your visual field is clear of the weapon system and the weapon is in the lower quadrant of your visual field with sights aligned. If a threat presents itself, officers will be able to push the muzzle out to their line of sight.

### **POSITION 'SUL'**

'Sul' (pronounced sool; Portuguese for South) is one of the safest positions when moving in and around large groups of people that are not a threat. Starting with the handgun in a proper two-hand grip from a low or combat ready position, release the grip of the support hand. Rotate the weapons muzzle down while positioning the support/off side of the weapon on the back of your support hand. Place the palm of your support hand on the upper abdomen or sternum. Your muzzle should be pointing straight down toward the ground and your "laser" should stay approximately 18-24" in front of your feet.

## **BODY POSITION AND STANCE**

The unsupported human body is not the most stable shooting platform to begin with and now we are adding movement into the equation. Proper body position will help absorb most of the energy caused by walking into our feet, knees, and hips; leaving our upper bodies stable enough to place accurate handgun fire into a threat.

- Feet, knees, hips, shoulders square to the threat or direction of travel
- Knees slightly bent
- Bend slightly forward at the waist (aggressive posture/control recoil)
- Shoulders rolled forward
- Elbows rotated down to prevent hitting them on objects while moving through or around doorways, partners, etc. First responders should be using skeletal support and not muscular tension to support the weapon
- Head erect (bring the sights of the weapon to your eyes, not your head and eyes to the weapon)
- Relax your body. Undue tension will transmit to your weapon through your body. Remember rigidity is weakness; flexibility is strength.

## **MOVEMENT**

Walk normally. Most of us do not take a step with one foot and drag the other behind as we casually walk day to day. Now is not the time to fight our instincts and natural movements.

Walk in short choppy steps, dispersing the weight of the body along the outside of the feet from heel to toe in a rolling motion. By doing this, officers will keep themselves balanced and in contact with the ground at all times.

Officers should attempt to control the movement of the weapon to a slight vertical movement and not a horizontal one. Officers have a larger margin of error if their shots are high or low (up and down a human body) but have a smaller margin of error moving left or right (width of a human body).

Horizontal movement of the sights of the weapon is usually caused by taking long steps with our toes pointing out and away from our direction of travel. To correct this, the first responder should take shorter steps with feet close together and toes pointed in the direction of travel.

### **3.3** The student will be able to demonstrate the concepts of proper threshold evaluation.

**INSTRUCTOR NOTE:** Officers should practice the skills listed in this and subsequent sections using inert weapons (blue guns).

## **THRESHOLD EVALUATION**

Threshold Evaluation is a technique used to search a majority of a room prior to entering into the room. This technique can aid in getting the officer critical intelligence that is normally lacking during a rapid response. This technique also helps the first responders, who may have never worked or trained with each other prior to the incident, time to observe, orient, and decide upon a course of action more effectively

that just running into a room blindly. During reality-based training scenarios, first responders who choose to rush in blind usually become part of the problem rather than a solution to the problem. Threshold evaluation can be conducted both at an extremely slow pace if nothing is driving the officer to believe the shooter is inside the room or possibly laying in ambush, to an extremely dynamic response if shots are heard coming from inside the room.

Once the decision is made to enter a room, the officer must do so in a manner that minimizes the time spent in the doorway. Doorways are commonly called fatal funnels because they are easy ambush points. Dynamic Entry is used to dominate the room using speed, surprise, and violence of action. Dynamic entry is an extremely effective tactic; however, it is also a perishable skill that requires a great amount of training and teamwork to stay proficient.

### **SEARCH PATTERN**

This will be dependent upon the layout of the floor plan. If possible, the officer should start looking into the threshold at approximately 10-15' away as you approach. The officer should start by looking deep into the opposing hard corner while attempting to maintain a six (6) foot reactionary gap from the lead edge of the doorway prior to starting the "arc" movement around the threshold. The "arc" movement should be conducted in a semi-circle around the doorway attempting to maintain a reactionary gap should someone unexpectedly exit the room.

### **BODY POSITION**

When conducting a deliberate search of a room using the threshold evaluation technique, the officer should be careful not to telegraph his/her movement. The officer's body must be positioned in such a manner that only a small portion of their head and eye and weapon system is the leading body part exposed to any angle of view from inside the room. The officer must focus on keeping his/her shoulders, feet and elbows inside the imaginary 90° line drawn from their eye to the floor.

### **VISUAL SEARCHING PATTERN**

The officer should make sure that the position of their weapon is not blocking their ability to see critical clues of a threat beyond the threshold. An officer can use the bottom of the threshold as a reference point for their weapon system. The officer should use the leading edge of the threshold as a reference point and search visually up and down the leading edge looking for any clue of a human form inside the room.

### **REFLECTIVE SURFACES**

As the officer conducts the search, they should pay special attention to any items inside the room that have a reflective capability (television screens, computer monitors, picture frames, etc.). Officers can gain valuable intelligence about the contents of a room by using these reflective surfaces. Lighting conditions will determine how effective this technique will be for the officer. The lighting condition can also work against the officer as well if the suspect is secreted inside a dark area where the officer is working from a well-lit hallway, thereby giving the suspect the ability to see the officer's location and actions without revealing their location.

## **SPEED OF MOVEMENT**

### **STEALTH/DELIBERATE**

There are two scenarios in which this speed is useful:

- First responders do not know the exact location of the suspect(s) and are conducting a deliberate search of the building
- First responders start to get close to the area where the suspect(s) may be located and the exact location is unknown
- Stealth/Deliberate speed is not used when shots can be heard or the team has specific intelligence about the location of the suspects.

### **DYNAMIC/DIRECT TO THREAT**

- This speed of movement is used when the team has information as to the location of the suspects.
- Movement speed must not be too fast, (move only as fast as you can shoot accurately and think, as a unit) but the team must get to the shooter quickly to stop the killing.

### **CONCEPTS AND PRINCIPLES OF MOVEMENT**

- Communicate with dispatch if radio available. Open phone line to 911 is an option.
- Work the angles
- Threshold evaluation/Slicing the pie
- 540° of security coverage – Head on a swivel
- Back against the wall to cover your 6
- Use speed as security but move only as fast as you can shoot accurately and think

## **Unit 4. Unified Response**

**4.1** The student will be able to explain communication strategies for solo officer response.

Most school-based law enforcement officers will have portable radio communication. Some may have both law enforcement and internal school radios. Priority should be given to communicating with law enforcement assets responding to the incident. Communicating information to school officials for lock down, lock out or evacuation purposes is good but managing two streams of radio traffic while responding in a solo capacity potentially diminishes situational awareness and officer effectiveness. In the absence of a radio the officer may want to use his/her cell phone to open a line to 911, putting it in their shirt pocket, in order to relay information as they move through the problem.

Officers should communicate the following information to responding units:

- Location – Location of the threat or direction of travel, as well as location of the officer or other friendlies in relation to the threat. Location of injured and location of friendlies in lock down should be communicated if known.
- Conditions – What is happening right now.
  - Suspect information – If the officer has encountered the suspect or received intelligence about the suspect that should be relayed to responding officers.
  - Friendly information – If the school has other armed personnel or the responding officer is in plain clothes, as much information as possible needs to be relayed to responding officers to reduce the likelihood of friendly fire.
- Actions – Communicate what you are doing right now.
- Needs – What do you need first responders to do?
  - Entry – Responding units should be directed to the most logical points of entry to link up with the officer or engage the threat(s). Depending on the situation it would be good to communicate potential entry points for rescue teams to evacuate the injured from the hot zone.
  - Link-up information – The officer should direct responding units to an appropriate place for linking up to continue the search if possible. Remember to use good descriptions in order to reduce the chances of misidentification and friendly fire.

**4.2** The student will be able to identify strategies to deal with other armed school employees, citizens or plain clothes officers who respond.

Many Texas schools have elected to arm non-law enforcement school employees. This may take several forms. School marshals are regulated by the Texas Commission on Law

Enforcement and receive an occupational license after completing 80 hours of training that includes scenario-based response to active shooter training. Schools may also allow employees to carry a handgun with little or no training beyond the Texas DPS Handgun License course. This is often referred to as the “Guardian Option”.

School-based law enforcement officers must know all other personnel authorized to carry weapons at the school(s) to which they are assigned. They should know these people on sight and should develop joint protocols for a unified response plan. Efforts should be made to train and exercise together.

Texas is a “shall issue” state when it comes to state licenses to carry handguns. In State Fiscal Year 2019 alone Texas DPS issued 305,133 handgun licenses to Texas citizens. It is quite possible that an officer could encounter an armed citizen responding to an active shooter event on their campus. Officers must be constantly assessing friend from foe in an active shooter event.

When trying to assess friend from foe during the stress of the event first we look at the entire person. Is the person wearing a distinct uniform that marks him as another first responder? Do you recognize this person as a non-combatant? Is the person postured and moving like another first responder, victim, or shooter? Next are the hands, hands kill. Is the person that you have observed and identified as an unknown armed?

If no visible weapon is seen scan the waistband, 85%-90% of the world is right handed. Criminals and terrorists seldom use holsters. Most weapons that are not visible will be tucked into the waistband between their navel and strong-side hip.

First responders under stress can get “tunnel vision” on a person and fail to see a weapon in close proximity. Scan the immediate area controlled by the person to make sure no weapon is accessible. Checking the demeanor or compliance to verbal commands or the situation in general should be the final check.

At first glance, this scanning sequence may seem too slow. First responders should remember, once you make the decision to pull the trigger you cannot stop the projectile if the decision was wrong. Scanning the entire person and hands are the most critical and when done properly will only take a fraction of a second to make sure your decision is right.

**INSTRUCTOR NOTE:** During scenario-based training students should be placed in scenarios where they are confronted with armed friendlies and have to determine how to safely deal with them.

## **Unit 5. Stop the Dying – Transitioning to First Aid and Evacuation of the Injured**

**5.1** The student will be able to identify communication strategies after the killing has stopped.

Once the killing has stopped, the officer should transition to stopping the dying and evacuating the injured to medical care. If the shooter has been killed or incapacitated and taken into custody, be sure to maintain weapon security of any weapons possessed by the suspect or injured parties. Once secure the officer needs to start assessing the situation and communicating as soon as possible.

### **COMMUNICATE TO SCHOOL PERSONNEL ON THE SCENE**

Once the killing has stopped this status change must be communicated as soon as possible to other responders and school personnel. Rapidly communicating this change should increase the resources available to assist with the injured. As mentioned previously, Texas schools are now required to implement traumatic injury response protocols and train staff members and volunteers to follow the protocols in the event of an emergency. Now is the time to engage staff members and marshal them to implement these protocols. Texas schools are also required to maintain bleeding control kits that include, at minimum:

- (1) one tourniquet;
- (2) two compressed gauze dressings;
- (3) one trauma dressing;
- (4) nitrile gloves;
- (5) scissors; and
- (6) instructional documents

It is critical that school-based officers know the location and have access to these kits and know which staff members are trained to use them.

### **COMMUNICATE TO RESPONDING AGENCIES**

EMS, fire and law enforcement responders need to know the exact location of the injured, as well as the number and types of injuries to expect upon their arrival. It is appropriate to send someone to meet responders in order to direct them straight to the injured. If there is a predetermined staging area for responding medical personnel, confirm with them the location and that you will be sending casualties to that point if able. If the original planned staging area has been compromised for some reason, negotiate a secondary site and communicate so that everyone is aware of the change.

**5.2** The student will be able to demonstrate emergency aid procedures for effective bleeding control.

Serious injuries require immediate action to stop someone from dying. While emergency medical responders are hopefully quick to arrive, any delay between injury and the initiation of care can result in death. Those nearest to someone with life-threatening injuries are best positioned to provide the first care, which should focus on the most essential actions, including moving someone away from ongoing danger, controlling bleeding, positioning the injured so they can breathe, keeping them warm, and providing comfort, if possible.

### **BLEEDING CONTROL - STOPPING THE CLOCK**

The most common life-threatening injury suffered in active shooter events is penetrating trauma caused by gunshot wounds. These wounds tend to cause death due in large part to blood loss. Every minute that someone suffers uncontrolled bleeding decreases their chance of survival. Immediate application of bleeding control techniques can mean the difference between life and death.

The average human body contains 5-6 liters of blood. Children have proportionately smaller amounts. When the body loses approximately half of its normal volume irreversible shock sets in and it cannot survive regardless of the medical care it eventually receives. Time is crucial.

**INSTRUCTOR NOTE:** FEMA has produced a video titled “Why you need to stop the bleeding right away” that can be found on YouTube at the following link.

<https://www.youtube.com/watch?v=z331Zcmropc>

### **STEPS TO CONTROL BLEEDING**

1. Find the source(s) of bleeding.
2. Use a barrier between the blood and your hands. (Examples include gloves, a cloth, or a plastic bag.)
3. Apply firm, steady pressure directly on the source of the bleeding.
4. Push hard to stop or slow bleeding – even if it is painful to the injured!
5. Keep applying pressure until EMS arrives.

### **TOURNIQUET APPLICATION**

Tourniquets have been used effectively in combat to control bleeding in a wounded soldier's extremities (arms or legs), and have been widely adopted by first responders in civilian emergencies. Tourniquets are safe and effective when applied appropriately; you are more likely to save a life than cause the loss of a limb if you use a tourniquet. Modern trauma care consensus is that tourniquets should be used more frequently for the treatment of penetrating trauma to the extremities (arms & legs). Officers should carry one or more tourniquets on their utility belt as part of their self-aid/buddy aid preparation.

### **STEPS TO APPLYING A TOURNIQUET**

1. Place as high up as possible on the injured limb – closer to the torso. It can be placed over clothing but you should ensure that nothing in a pocket or under the clothing is in the way.
2. Pull the strap through the buckle.
3. Twist the windlass (rod) tightly until bleeding stops/slows significantly. This may be painful to the injured person but is necessary
4. Secure the windlass.
5. If bleeding doesn't stop, place a second tourniquet next to the first. Many medical professionals warn that it will probably take two tourniquets to stop the bleeding when applied to an adult male's thigh.
6. Leave in place until EMS takes over care.

**INSTRUCTOR NOTE:** John Barnes, the Santa Fe ISD police officer wounded in the Santa Fe High School shooting was saved by a tourniquet applied by another responding officer during the shooting. He suffered a devastating shotgun blast to his right elbow that tore through his radial artery and caused catastrophic bleeding. More information on this story can be found at: <https://www.houstonchronicle.com/news/houston-texas/houston/article/I-just-happened-to-be-the-guy-that-got-13833355.php>

### **PRACTICAL APPLICATION & DEMONSTRATION OF PROFICIENCY**

Students should be provided with training tourniquets and have guided practice applying the tourniquet to themselves and others. Proper location and timely application should be stressed during practice. Students should be required to complete several repetition of application to both the upper arm and the thigh on themselves and their partners.

## **Unit 6. Active Shooter Scenario Training and Evaluation**

**6.1** The student will be able to demonstrate skills covered in previous units when presented with simulated active shooter scenarios.

This section of the course is intended to train and evaluate student skills in performing a solo response to an active shooter event. The scenarios should be conducted in a school or other suitable environment to simulate a public primary or secondary school setting. This section must include actual live-action scenarios requiring the students to perform the solo response. Discussion, lecture and table-top exercises are insufficient to meet the training requirements for this course. At minimum inert handguns should be used to complete these scenarios. Training providers/agencies who wish to perform force-on-force training scenarios using AirSoft projectiles or marking cartridges may do so, provided all common safety equipment and protocols for such training are in place.

Materials Needed:

- Inert training guns
- Training Tourniquets
- Student evaluation forms
- Force-on-force training equipment and safety gear (OPTIONAL)

Staff Requirements:

- Training providers should use instructor/evaluators for this unit that have training and experience in reality-based or scenario-based training and evaluation.
- A minimum of a 1:5 instructor/evaluator to student ratio should be maintained during the scenario portion of the training.

Student requirements and evaluation:

- Students are required to successfully complete and be evaluated on a minimum of three (3) training scenarios.
- Students who are unable to successfully complete the scenarios to the satisfaction of the instructor/evaluator should receive remedial training, as time and resources allow, or repeat the course.

**INSTRUCTOR NOTE:** The following recommended instructor/evaluator guide, student evaluation form and scenarios are provided as models for this unit of the course. The listed scenarios may be appropriately modified to suit the available training facilities and resources. Training providers may use these materials or develop their own based on unique local needs, facilities and resources.

### **Scenario-Based Training Instructor/Evaluator Guide for Evaluating Student Performance**

Officer Safety

1. Equipment check- Observe the officer check to maintain that weapon is working order. Officer should be re-evaluating equipment, communication, and strategy (plan) when entering a room and before going back into the hallway.
2. Approach to target location- Officer should be using any and all means of cover when entering the hot zone. Officer should be using a serpentine motion when going down hallways. Officer should use sound judgement when bypassing open and closed doors. Officer should recognize the driving force.

#### Concepts and Principles

3. Communicate- Officer should be communicating with dispatch when on scene, location of entry, and what is seen in the hallway. Communication should be updated when safe to do so. Communication should flow to others officers arriving on scene.
4. 540 Coverage- Officers should be looking in all directions and checking their 6 (sneak attack)
5. Back against wall- Officers should be using the walls to cover their 6 as much as possible. This is really important while exposed in open hallways.
6. Speed used as Security- When having to bypass rooms (due to driving force or other evidence forcing to an area) officers need to use speed to their advantage. Make the movements across these open areas difficult to track from other angles.

#### Threshold Evaluation

7. Clear room prior to entry (Slicing the Pie)- Check to see officers are clearing as much of the room from the hallway before going in. Officers should not be right up on the door (angles) and should be about 6 feet away. Officers should be using reflective surfaces inside the room to gather as much intel in the room as possible (screens, monitors, décor, and other surfaces).
8. Weapon not blocking view upon entry- Officers need to make sure they are not blocking field of view when clearing the room from the hallway. They should not be looking over the top of the gun or through the sights.
9. Scanning technique- Once entering the room, officers should be using the scanning techniques to make sure there is not a blue-on-blue or missing a suspect with a weapon.
10. Appropriate Force Used/Restrained- this is used to grade the overall performance of the officer's decision making skills. If no force used during the scenario, judge officer decision to bypass rooms, doors, and other threat areas. Did the officer observe all the necessary details to be able to articulate why force was or was not applied?

# Course 2195 Scenario Score Sheet

Officer: \_\_\_\_\_ Date: \_\_\_\_\_

Scenario: \_\_\_\_\_

## Officer Safety

- 1 Equipment check
- 2 Approach to target location

## Concepts and Principles

- 3 Communicate
- 4 540 Coverage
- 5 Back against wall
- 6 Speed used as Security

## Threshold Evaluation

- 7 Clear room prior to entry (Slicing the Pie)
- 8 Weapon not blocking view upon entry
- 9 Scanning technique
- 10 Appropriate Force Used/Restrained

S	NI	R

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### Scoring:

**S**= 10 points

**NI**= 5 points

**R**= 0 points

**S**= Satisfactory

**NI**= Needs Improvement

**R**= Remedial

(Officer will need a score of 70 to pass each scenario)

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Scenario Score \_\_\_\_\_ Instructor: \_\_\_\_\_

# Scenario #1: Scorned Lover

## Synopsis:

Single actor is in open area (cafeteria/ commons) involved in a verbal disturbance with an ex. Actor becomes agitated and shoots ex.

## Instructor observations:

- Officer respond accordingly to the call (weapon holstered)
- Threat engaged from position of advantage (angles- shoot suspect in back)
- Observe the response from the officer (covert or call out)
- Administers first aid to the female victim

## Scenario Setup:

Armed role player (Suspect) will be in an open area arguing with ex. Suspect will be faced with his back to open threshold and have weapon displayed, lowered at the side. Female actor will give cue to suspect when officer is in view and suspect will then fire at the female injuring her. Suspect will surrender if ordered by officer or if no action is taken will begin to walk away to flee the scene.

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*Dispatched Call (to student):*     (Unit #)     Respond to the School on a verbal disturbance between a male and female. Caller states that male subject is very hostile towards female. The actors were last seen in the cafeteria area.

## Scenario Model(s):

Italy High School- Italy, TX, January 22, 2018

# Scenario#2: Hallway

## Synopsis:

Single actor commits mass murder on a multi-level school. Scenario can be set up as single or multiple officer response. If second officer is utilized, send second officer from another direction after a 1 min. delay. One actor will have an injury needing medical attention.

## Instructor observations:

- Call to dispatch and notify location
- Clear radio channel requested
- Good rapid response to find suspect
- Officer utilizes position of advantage over suspect (angles or shoots covert)
- Good use of link-up procedures if second officer is deployed
- Tourniquet used for any injury

## Scenario Setup:

Armed Role player (Suspect) will be on 2<sup>nd</sup> level looking into classrooms for additional victims. Suspect will not engage with officer until officer makes contact (verbal or shoots). Suspect will remain in the hallway and engage in gun fire with the officer until good shots are made. One role player will have an injury to the leg causing a femoral bleed requiring tourniquet application.

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*Dispatched Call (to student):* \_\_\_\_\_ (Unit #) \_\_\_\_\_ Respond to the School. We are getting multiple calls of shots fired from the \_\_\_\_\_ hallway located on the second floor (if multi-story facility is available). There are several reports of injuries.

## Scenario Model(s):

Marjory Stoneman Douglas High School- Parkland, FL., February 14, 2018

## Scenario #3: Exterior Intruder

### Synopsis:

Single actor walks from outside the building into the school carrying a high powered rifle. Student will utilize a patrol vehicle (if available) and police radio for scenario and respond as a solo officer for the scenario. Instructor will ride in the passenger seat of the patrol vehicle to observe and follow behind student. Student will be given the call once inside the vehicle.

### Instructor observations:

- Observe the response from the officer (covert or call out)
- Call dispatch and notify location (description)
- Radio channel requested
- Officer actual entry into the building
- Threat engaged

### Scenario Setup:

Armed Role player (Suspect) will walk towards the entrance of school fixated on the doors. Suspect will not acknowledge officer unless siren, loud engine, tires, or call out to role player is made by the officer. Suspect will continue to walk into the building and begin to look in each classroom from the hallway to see if officer comes inside to engage. If officer comes in the building, suspect will turn to officer if noises or call out is made. Suspect will raise gun towards officer and proceed to fire with the rifle. Gun will not fire and simulate jam and then transition to hand gun if officer still does not engage or make solid shots.

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*Dispatched Call (to student):*       (Unit #)       Respond to School. Male subject wearing \_\_\_\_\_ has been seen walking towards the school carrying what a caller believed to be a rifle. Subject last seen walking in the north parking lot area towards the front of the school.

### Scenario Model(s):

Perry Hall High School- Baltimore, Maryland. August 27, 2012

Providence Career and Technical – Providence, R.I., September 5, 2018

## Scenario #4: Two Officer Response to Solo

### Synopsis:

Single actor is in confined space and waiting for officers (ambush) to respond. Second role player is an officer who assists in locating suspect and becomes injured.

### Instructor observations:

- Call to dispatch and notify location (description)
- Radio channel requested
- Threat engaged (hallway or inside room)
- Administers first aid to the victim (officer)

### Scenario Setup:

Armed role player (Suspect) will be at the end of a hall in an “L” shape area. Suspect will fire at the first officer (role player) who will suffer a gunshot wound to the arm. Wounded role play officer will drop his weapon in the middle of the hallway and retreat backwards out of the hallway. Suspect will retreat to room and stay inside until officer(s) approach and engage. Wounded role play officer will do what other officer says but will focus on injury to arm and will not continue thru the scenario. The officer is expected to go on responding solo. Suspect will give an angle for officer to fire from the hallway.

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*Dispatched Call (to student):* \_\_\_\_\_ (Unit #) \_\_\_\_\_ Respond to the School on the report of shots fired inside the school. Caller states that male subject was seen in the \_\_\_\_\_ hallway on the first floor.

### Scenario Model(s):

Santa Fe High School- Santa Fe, TX, May 18, 2018

## Scenario #5: Hall Pass

### Synopsis:

Single actor commits mass murder on a multi-level school. Scenario can be set up as single or multiple officer response. If second officer is utilized, send second officer from another direction after a 1 min. delay. One actor will have an injury needing medical attention.

### Instructor observations:

- Call to dispatch and notify location
- Radio channel requested
- Good rapid response to find suspect
- Begin timer from point of first injury observed to time officer realizes suspect is no longer believed on location (record on sheet)
- Good use of link-up procedures if second officer is deployed
- Tourniquet used for any injury

### Scenario Setup:

Role player (Suspect) will not be on location and have fled the scene prior to officer's arrival. Place victims on both levels to show path of suspect and flow of suspect. Wounded role players should direct the officer toward the last know location of the shooter. Place the weapon inside the school but towards an exit to signal suspect is not believed on location. Once weapon is located dispatch will notify that a suspect was seen on camera leaving the school and off the premises. One actor will have an injury to the leg causing a femoral bleed.

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*Dispatched Call (to student):* \_\_\_\_\_ (Unit #) \_\_\_\_\_ Respond to J.L. Boren Elementary School. We are getting multiple calls of shots fired from the \_\_\_\_\_ hallway located on the second floor. There are several reports of injuries.

### Scenario Model(s):

Marjory Stoneman Douglas High School- Parkland, FL., February 14, 2018

## Course References

“Active Shooter Concepts and Issues Paper”, *IACP Law Enforcement Policy Center*

Advanced Law Enforcement Rapid Response Training Center, Solo Officer Rapid Deployment Train-the-Trainer Manual

Federal Emergency Management Administration, Until Help Arrives Instructor Guide Ver. 2.0

National Tactical Officers Association, Single Officer Assailant Response (SOAR) Manual

Texas Commission on Law Enforcement and Texas A&M Engineering Extension Service, Texas School Marshal Instructor Guide

Texas School Safety Center, First Officer In Locate (FOIL) Training Materials