Lesson Purpose: To teach the student the first line response tactics for responding to an active shooter in a public building.

Training Objectives: At the end of this block of instruction, the student will be able to achieve the following objectives in accordance with the information received during the instructional period:

1. Identify the school system components to a response of an active shooter.

2. Define the term “Rapid Deployment.”

3. List the types of situations that may involve an “active shooter” requiring an immediate response.

4. Differentiate between the “mindset” of an active shooter versus a hostage taker.

5. List in priority order the duties of the initial police response to an active shooter.

6. Identify the role of the “contact team” and list the three (3) movement goals.

7. Identify the following police responder roles:
   a) Rescue team
   b) Perimeter team
   c) Evacuation team

8. Describe the proper time to evacuate innocent parties.

9. List the five (5) suspect options during the officer contact.

10. List the officer options when the shooting stops and there is no suspect contact.

11. Describe the response concerns when explosive devices are detected.
Rapid Deployment

12. In a practical setting, demonstrate the learned techniques of rapid deployment during a series of practical exercises.

Hours: Eight (8)

Instructional Method: Lecture/Demonstration/Practical Exercises

Materials Required: Complete Duty Belt
Long Gun (Optional)
Flashlight

Training Aids: LCD Projector/Overhead Projector
VCR
Flip Chart
Computer
Hypermedia (PowerPoint) Presentation/Transparencies

Videos:
- Rapid Deployment: Immediate Response to the Active Shooter, NCJA (2003) (36 minutes)


Rapid Deployment


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Date Prepared: January 2006
TITLE: RAPID DEPLOYMENT – INSTRUCTOR NOTES

I. This is an eight (8) hour block of instruction divided up as follows:

   Classroom Lecture - Four (4) hours
   Practical Exercises - Four (4) hours

II. It is **recommended** that this block of instruction is taught by an instructor who has successfully completed the NCJA “Rapid Deployment Instructor Training Course.”

III. The instructor must preview all materials before class to include the hypermedia presentation or transparencies, flip charts, and/or student handouts.

IV. The instructor(s) should use the following guidelines when conducting the practical exercise segments.

   A. **Purpose**

      These exercises are intended to provide the students with an opportunity to observe, practice, and perform the following training objective:

      In a practical setting, demonstrate the learned techniques of rapid deployment during a series of practical exercises.

   B. **Exercise Conditions**

      1. Exercises should be completed after the lecture has been completed.

      2. Exercises require four (4) hours to complete.

      3. Exercises should take place utilizing a school type setting or in a structure resembling a school with long hallways and multiple rooms.

      4. The exercises are designed for a class size up to twenty-four (24) students.

      5. Students need to be broken down into groups of four (4) with an instructor designated to monitor them.

      6. Instructor(s) should develop and script exercises prior to the course delivery based on your BLET course’s training objectives

   C. **Personnel and Equipment**

      1. One (1) primary instructor and at least three (3) assistant instructors are needed with 24 students.
2. Role players will need to be utilized. It is preferred for the instructor to recruit role players for the class prior to the course delivery. If none are available, the students may be used as role players.

3. Props
   
   a) Radios, weapons (Red Guns or altered safe weapons), primer cap ammunition or SIMUNITIONS SECURI-BLANK®, inert OC, safety glasses, patrol vehicles, and sound effects provide an excellent training setting. SIMUNITION FX® could be used if the training schedule and facilities support their use.
   
   b) Wound kits for injuries and realistic clothing articles such as book bags, schoolbooks, etc., adds realism.

4. If possible, coordinate with a local School Resource Officer (SRO) who works at the school and use him/her as the “yard boss,” who can direct the teams to certain locations in the school. The instructor may try to solicit the assistance of a local agency’s command staff to act as on-scene supervisors for the same purpose. This facilitates the training and allows the command staff to practice and rehearse this scenario type as well.

D. Procedures for Conducting the Exercises

1. Conduct a safety briefing with all participants, staff included, concerning the parameters of the exercises, use of training weapons, and the use of safety glasses. Check all weapons and vehicles in the training area for lethal items at this time and prior to the start of each iteration of training.

2. Post signs around the training area and limit non-participant access. Verify that the training area is clear of non-participants.

3. Designate areas for the students to practice the rapid deployment movement techniques and room entry prior to commencing practical exercises. Allow the students to practice until they are proficient with the techniques.

4. Conduct the practical exercises. During each iteration, do the following:
   
   a) Collect the practical skills sheets.
   
   b) Re-check all weapons and equipment for lethal items.
   
   c) Brief the scene.
d) Conduct and facilitate the practical exercise.

e) Once completed, check for any injuries or damage.

f) Evaluate and critique the students’ performances.

g) Re-mediate training as necessary.

h) Collect and account for equipment.

E. Directions for Grading

The instructors should use the evaluation criteria listed on the student practical skills sheet.

If the student performs the activity satisfactorily, place an “S” (Satisfactory) in the space provided. If the student performs the activity in an unsatisfactory manner, indicate their performance by placing a “NI” (Needs Improvement) in the space provided. If the student receives a “NI,” the instructor should document the deficiency in the comments section. There will be instances when the student does not get to perform a task listed on the skills sheet due to the scenario. In those situations, the instructor should place “N/A” (Not Applicable) in the space provided.

Students should be given feedback immediately after the exercise is completed and the student’s performance indicated on the skills sheet.
Rapid Deployment

TITLE: RAPID DEPLOYMENT

I. Introduction

NOTE: Show slide, “Rapid Deployment.”

A. Opening Statement

The “active shooter” is not a new phenomenon in our country; however the frequency of these events seems to be on the rise. Greater attention has been given to this issue because of the number of incidents that have occurred in our nation’s schools. “And anyone who does not see the potential for violent trouble in our schools is living in a fantasyland. Demographic changes in the nation’s youth population are going to put a much heavier burden on educators to keep their schools safe. By 2005, there will be 23 percent more teenagers in the violence-prone group (14 to 17 year old males) than there are now.” Moreover since 9-11, all schools and many public places have become potential terrorist targets. As a law enforcement community, we must recognize that our current response to situations like these need to change. The traditional response of surround and contain is not adequate to address the immediate need for law enforcement intervention in an active shooter scenario.

B. Training Objectives

NOTE: Show slides, “Training Objectives.” (4 slides total)

NOTE: Show slide, “Why Do We Need This Technique?”

NOTE: Show slide, “Within the Span of Sixteen Minutes.”

NOTE: Show slide, “Law Enforcement ‘Priorities of Life.’” Discuss how officers should prioritize whom they will protect.

C. Reasons

The intent of most active shooters is to kill as many people as possible. The traditional law enforcement response of surround and contain allows the suspect to fulfill whatever his intentions may be. Our duty as officers is to intervene as soon as possible when a homicide is being committed. All of the victims at Columbine were shot and killed in the first sixteen minutes. If we are going to save lives we must initiate an immediate response. Officer presence will change the dynamics of the active shooter scenario.

NOTE: Show first clip of What Really Happened at Columbine video (16:19 minutes).
Rapid Deployment

NOTE: Refer to handout, “The Events and Lessons of Columbine – Fact Sheet.”

II. Body

A. History of the Technique

NOTE: Show slide, “History of the Technique.”

Since Columbine, agencies around the country have been working to develop response techniques that will effectively address an “active shooter.” The Los Angeles Police Department has chosen the diamond formation as the basis for their response protocol. The National Tactical Officers Association (NTOA) also studied this issue following Columbine. They examined procedures from around the country before settling on the LAPD model. The reason this model was selected by the training staff of the NTOA is its sound tactical principals, simplicity, and the ability to adapt the basic principals even if only two officers are initially available to respond. Variations do exist, primarily in the follow-up stages, but the number one response priority of stopping the shooter remains constant.

B. The School System Response

NOTE: Show slide, “Immediate Response to the Active Shooter.”

“School-based police officers were nearly unanimous (95 percent) in saying they believe their schools are vulnerable to a terrorist or active shooter attack. While 63 percent of the officers characterized their school as ‘somewhat vulnerable,’ 32 percent called their schools ‘very vulnerable.’”

1. Public and private schools in our state have received very specific instructions on the proper way to respond to an armed subject on their campus. It is critical that law enforcement responders become familiar with how the schools are training to react. The Rapid Deployment technique will complement the suggested school response of a “lockdown.” Each school should have a plan in place that is a cooperative effort between the schools, law enforcement, and rescue personnel.

2. School system response components

NOTE: Show slide, “School System Response Components.”

   a) Lock down procedure

   b) Office communications system
Rapid Deployment

c) Inner perimeter command post
d) Critical incident response box

NOTE: Show example of red and green placards.
e) Red/Green placards
f) Rally points
g) Evacuation routes
h) Planning team
i) School Resource Officer (SRO)
j) Classroom security
k) Off-site evacuation location

C. Rapid Deployment Defined

NOTE: Show slide, “Immediate Action Rapid Deployment.”

Immediate Action Rapid Deployment was defined by the National Tactical Officers Association (NTOA) in 1999 as “The swift and immediate deployment of law enforcement resources to ongoing, life threatening situations where delayed deployment could otherwise result in death or great bodily injury to innocent persons.” The key components of this definition are “immediate deployment” to ongoing, life threatening situations. In other words officers should not surround and contain a subject when a homicide is in progress. The expectations of this response are no different than if a patrol officer drove into the parking lot of a store and witnessed a suspect attempting to shoot someone. Hopefully, the patrol officer would react immediately to stop the assault. Putting up a wall between the officer and the suspect does not change the need for a quick response.

Assess the situation. Officers should gather intelligence upon arrival to determine if there is an active shooter on sight before the officers go running into the building. Remember that a hostage situation is one step below an active shooter situation so try not to create the hostage situation if the shooting has stopped and the suspect is attempting to escape.

D. Types of Situations That May Require an Immediate Deployment

NOTE: Show slide, “Types of Situations.”
Rapid Deployment

1. There are four basic situations that may necessitate an immediate deployment:
   a) Active shooter in a school
   b) Active shooter in a business
   c) Hostage rescue
   d) Injured officer/civilian rescue

2. The first two situations will most likely involve a patrol response while the third and fourth apply to tactical teams deployed at an ongoing situation. Remember the national average for a SWAT response is approximately fifty (50) minutes. Most active shooting situations will be over by this time, with half of them lasting twenty minutes or less.8

NOTE: Show slide, “Examples.”

3. A tense situation that has stabilized for a period of time may suddenly explode and force an immediate response. If intelligence has pinpointed the specific crisis location, a SWAT team going straight to the threat could use rapid deployment techniques. Also, since most tactical teams are part-time, the chances are good that one or more team members may be part of the initial response and will deploy with other patrol officers. Based on this actuality, it is important that all members of a law enforcement department understand and practice this technique.

E. The Active Shooter Mindset

NOTE: Show slide, “Who is the Threat?”

1. Surround and contain

NOTE: Show slide, “Surround and Contain.”

The traditional law enforcement response of surround and contain is adequate for dealing with most crisis situations. If a suspect walks into a bank to commit a robbery and is surprised by the police, the suspect may quite possibly shoot at innocent people in an attempt to escape the scene. If hostages are taken, then some level of negotiations will succeed a majority of the time. The intent of the suspect is to steal money and escape. On the other hand, the intent of most active shooters is to kill as many people as possible. They may
consider escaping but only after they have killed their intended targets.

2. Non-traditional response

**NOTE: Show slide, “Suspect Mindset.”**

This “mindset difference” creates the need for a “nontraditional law enforcement response.” If we surround and contain an ongoing murder and homicide scene, we allow the suspect to accomplish his intended goals. “Over half of the reported attackers had a history of gun use, although most did not necessarily demonstrate a ‘fascination’ with weapons or explosives. In nearly 2/3 of the incidents, the attackers got the gun(s) used in their attack from their own home or that of a relative. In some cases, the guns had been gifts to the attackers from their parents.”9 Unfortunately it takes no skill or courage to shoot terrified kids crouched under a desk. Officer “presence” will change the dynamics of the encounter and give the shooter a different target to focus on.

3. “In almost all of previously reported incidents, the attacker developed the idea to harm the target before the attack. Over half of the attackers developed their idea for the incident at least two weeks prior to the attack.

4. In well over ¾ of the incidents, the attacker **planned** the attack. Although a few attackers developed a plan the same day that they launched an attack, more than half of the attackers developed a plan at least two days prior to the attack.

5. More than half of the attackers had revenge as a motive and over 2/3 had multiple reasons for their school-based attacks.

6. More than ¾ of the attackers were known to hold a grievance at the time of the attack. Many attackers communicated with others about these grievances prior to the attack.”10

**F. Priorities of the Initial Police Response**

*The initial assessment is critical.* The first officer to arrive should report to the school office to receive current information on the type of threat and last known suspect location. If it is a confirmed active shooter then a rapid deployment response should be initiated as soon as possible. Do not delay your response by waiting too long for backup. **Also, if you know the exact location of the threat when you arrive, then by-pass going to the office and go straight to the threat.**
NOTE: Show slide, “The Number One Priority.”

1. The number one priority of the initial police response is to contain and stop the shooter. Second, the injured must be located and evacuated. Once these two steps have been accomplished and manpower is available, you can complete the inner and outer perimeters and evacuate the rest of the building.

2. In the past, too much emphasis has been placed on evacuating the building prior to attempting to apprehend any suspects. School staffs are now being taught to lock or block their classroom doors and keep students inside until escorted out by officers. They are also being taught a system to communicate to initial responders if they have an injured subject inside their room. It is critical that the shooter has at least been isolated and the injured located before any mass evacuation begins. It is also important to have enough manpower to enable an orderly evacuation. This will minimize additional trauma to the students.

Prior to the evacuation you should also remove or isolate the location of any dead subjects. Officers should not walk students past a dead suspect or classmate, if possible.

3. Absent a natural emergency such as fire, gas leak, or a confirmed threat of a large explosive device, the order of response to an active shooter situation should be:

NOTE: Show slide, “Police Response Priorities.”

a) Locate, isolate, and stop the shooter
b) Treat and evacuate the injured
c) Establish containment with inner and outer perimeters
d) Safety sweep for unknown hazards
e) Complete evacuation
f) Process the crime scene

G. Four (4) Elements of the Initial Police Response

NOTE: Show slide, “Police Response Elements.”

In keeping with the priorities of the initial response, arriving officers will be assigned to one of the following teams:
Rapid Deployment

► Contact Team
► Rescue Team
► Perimeter Team
► Evacuation Team

Depending on the complexity of the situation, officers may serve multiple roles. Once the first contact team has been dispatched, someone needs to begin to coordinate the arrival and deployment of additional resources. The first supervisor on the scene can fill this role if not needed for the initial contact team. As SWAT teams begin to arrive, they may be inserted into the building to replace existing contact and rescue teams. If it is confirmed that no additional threats exist, use the tactical teams for the evacuation phase.

1. The role of the contact team

NOTE: Show slide, “Movement Goals.”

a) The contact team is the first line of response. In a large building, multiple contact teams may be dispatched to locate the shooter. The three (3) movement goals for the contact team(s) are:

- Locate the threat - “Move to contact”
- Isolate the threat
- Confront/apprehend the shooter

NOTE: Show slides, “Multiple Officer Movement – Contact Team.”

The optimal number of officers for a contact team is four (4). The officers form a diamond formation with a point, left and right wing, and a rear guard. This formation provides 360-degree security to the officers as they move past unsecured areas.
The contact team should not conduct any room entries unless the suspect is located. If the team encounters a suspect in the hallway, the two wing officers should move up on line with the point to engage the suspect. The rear guard should find cover and continue to provide security to the unit.

b) **Proper movement speed** should be utilized by the contact teams. Officers should move only as fast as they can effectively deal with a threat. Remember that “smooth is fast.” This is not a race to the shooter. In order to maintain the integrity and effectiveness of the formation, officers should use proper movement speed until the threat is located.11

c) Contact team/officer positions

NOTE: Show slide, “Diamond Formation.”

(1) **The point officer** is responsible for long security. She will direct the team’s movement through intersections and around corners. The point stays in the middle of the hallway during the movement and will usually be the first to engage or challenge any threats.

(2) **The wing officers** will be positioned on the left and right side of the point, positioning themselves a few feet back. They should protect the point when passing opened/closed doors or unsecured areas. The wing officers handle any suspect or civilian contact using the
two-person cover and contact principles. The wings should do any room entries from a hallway. If the point officer encounters a suspect, the wing officers will move up on line with the point. Any element leader, senior officer or supervisor should be in one of the two wing positions.

(3) The rear guard provides rear security for the formation. He does not walk backwards but should continually turn and look behind protecting the team. During suspect contact, the rear guard should find cover and continue to provide element security. The rear guard is the communications relay for the formation and should also control the speed of the team’s movement.

d) Consider the following safe movement principles for the contact:

NOTE: Show slide, “Safe Movement Principles.” (Slide 1)

(1) Move to the sound of gunfire
(2) Stay off the walls
(3) Always be aware of points of cover, doors, lockers, etc.
(4) Stop behind cover
(5) Gather intelligence as you move

NOTE: Show slide, “Safe Movement Principles.” (Slide 2)

(6) Use your senses to locate the threat: “Stop, Look, & Listen”
(7) Watch for explosives
(8) Pick a capture point
(9) Communicate
(10) Multiple suspects

2. Rescue Team

NOTE: Show slide, “Rescue Team.”
a) The second most critical element of the response is the rescue team. A rescue team should be dispatched into the building as soon as injured subjects have been located. Since the contact teams may still be looking for the shooter, the rescue team will also move in the diamond formation. Once they have located the injured, place them in the center of the diamond if they can walk and move them to the inner perimeter triage area. If they cannot walk, use the wings to carry them while the point and rear guard provide security.

(1) Locate injured
(2) Provide immediate treatment
(3) Triage
(4) Evacuate if necessary

b) If the injuries are minor and the suspect has not been located it may be safer to move them into a locked room. You are not a doctor. When in doubt, move them out.

c) Like the contact teams, several rescue teams may be dispatched if there are multiple subjects injured.

d) Multiple injuries

**NOTE: Show slide, “Dealing with Multiple Injuries.”**

If a contact team discovers a room full of injured subjects, it may be safer to escort several rescue personnel to this location and guard the entrances while the trained responders triage the injured. One diamond formation could escort three or four EMS personnel. To make this work, a protocol will have to be established with the fire/rescue community. They may resist asking their responders to enter a hostile environment even with police protection. Remember, officers should only consider this option if there are several people injured in one location and there is not adequate manpower to evacuate the victims.

3. Perimeter and Evacuation Teams

Perimeter and evacuation teams involve multiple officers and do not need to be formed until the first two priorities have been met. Two perimeters need to be set up on site: an inner and an outer. Officers on the inner perimeter should go to established rally points around a school, protect any fleeing students, and apprehend the suspect if he
tries to escape. The outer perimeter officers should control traffic and cut off all roadway entrances to the school or building. To reduce the amount of chaos at the crisis site, an outer perimeter staging area should be set up off the property. All movement in and around the crisis location should be controlled from the inner and outer perimeter command posts.

a) Perimeter team

NOTE: Show slide, “Perimeter Team.”

(1) Shrink the perimeter
(2) Provide a safe area for the evacuation of injured
(3) Cut off suspect escape routes
(4) Allow for the evacuation of a portion of the building

b) Evacuation team

NOTE: Show slide, “Evacuation Team.”

(1) Controlled removal of innocent parties when suspect(s) are contained or eliminated
(2) Large manpower drain
(3) Orderly evacuation will minimize trauma
(4) Establish safe areas prior to evacuation

As mentioned earlier, a full evacuation should not be attempted until the known suspects are at least contained and a safety sweep has been conducted. To maintain order during the evacuation requires a great deal of time and manpower. Officers may further traumatize the people in the building if not prepared for a proper evacuation. Each school should have a neighboring school or other location that will accommodate all of their students. This location should be notified and ready to receive the students before the evacuation begins. Parents should be told to go to the off-site evacuation location to pick up their children.

NOTE: Show second clip of What Really Happened at Columbine video (11:04 minutes).
H. Suspect and Civilian Contact

NOTE: Show slide, “Suspect Contact.”

1. The shooter

The role of the contact team is to find the shooter. When contact is established the shooter will have the following options:

NOTE: Show slide, “Suspect Options.”

a) Continue to shoot the innocent

The suspect(s) may not see the law enforcement presence of even if they are aware that the police are on-site, they continue to complete their original mission.

b) Suicide

Believing that there may be no escape, shame for their actions, or as part of their plan, active shooters may kill themselves before or during contact with law enforcement.

c) Shoot at the officers

The armed individuals may attempt to shoot at the responding officers to help in their escape attempt or as part of their endeavor to kill as many as possible.

d) Escape

The active shooter(s) may attempt to escape either by shooting blindly at the police or at other students/civilians or because they know the intimate details of the lay-out of the school or business and believe they can get away.

e) Surrender

Some active shooters, when they recognize that they have no other options, will surrender.

It is important to remember that the only option the suspect has to consider, prior to officer contact, is to continue to shoot the innocent. Officer presence will force the suspect to consider the other options which will save innocent lives.

2. The officers have three options when encountering the shooter:
NOTE: Show slide, “Suspect Contact Officer Options.”

a) Challenge from cover

b) Arrest

c) Deadly force

If the shooting has stopped, the officers can challenge the suspect from behind cover. If the suspect responds to the challenge and immediately drops his weapon, the contact team should move up and handcuff him. To maintain good security, the officer should prone the suspect out on the floor before approaching and controlling. The point should then move past the suspect and continue to provide forward coverage while the rear guard maintains rear security. The two wing officers will move up using the cover and contact principles and handcuff the suspect. Escort the suspect out of the nearest exit with the wing officers controlling him and the point/rear guard maintaining security. Never assume that you only have one suspect.

If the contact team encounters the suspect actively shooting, the officers should follow departmental policy and N.C.G.S. 15A 401(d) (2), which authorizes the use of deadly force.

3. Civilian contact

NOTE: Show slide, “Civilian Contact.”

(a) If the contact team runs into fleeing civilians, they should be quickly checked for weapons, intelligence gathered and directed to the nearest exit. Officers should not get tied up with an extensive search and/or interrogation. Remember the goal is to stop the shooting. If the suspect(s) escapes with the crowd, at least they are no longer killing people. They will be apprehended at a later time.

(b) If injured subjects are found, notify the perimeter control and have a rescue team dispatched. Do not stop moving while shots are still being fired. If the officers believe that the injured person needs immediate help, use the rear guard to evacuate her and continue to move in an arrowhead formation. The wings will need to assist with rear security. Officers should use their best judgment. It is a precarious and dangerous situation and the officer(s) will have to live with whatever decisions are made.
(c) Remember the optimal number of officers for a contact team is four. If only two officers are available, move side by side in the wing positions. If there are three officers, form an arrowhead with a point and two wings. Do not unnecessarily delay the response waiting for more officers. Even one armed officer will make a difference in an active shooting situation.

4. Communications

Communication is critical to the response. The rear guard in the diamond formation should handle all communications with the inner perimeter command post and other responders. Make sure that her radio is working and that it is tuned to the primary response channel. Do not put an officer from another area in the rear guard position. All critical intelligence should be relayed: suspect location/status, location of injured, etc. Once a contact team has deployed, keep all other radio traffic off the channel they are using.

I. Shooting Stops With No Direct Contact

NOTE: Show slide, “Shooting Stops, No Contact.”

1. Once a contact team enters a building they will continue to move until the threat is located. If shots are no longer being heard, move to the last known location of where the last shots were fired. If an initial sweep does not locate or flush out the suspect, use the contact teams to conduct searches of unsecured common areas such as bathrooms, locker rooms, storage rooms, etc. While this is going on, if available, officers should use an internal intercom system to contact each room and gather more intelligence.

NOTE: Show slide, “No Contact.”

(a) Use contact teams for static search

(b) Evacuate injured with rescue teams

(c) Shrink perimeter around area of last sighting

(d) If gunfire starts, direct contact teams to the location

2. Two man entry

NOTE: Show slide, “Room Entry.”

NOTE: Show slide, “Two Man Entry.”
If room entries are conducted by the contact teams, use the wing officers to conduct the entry and maintain security in the hallway with the point and rear guard. When two officers enter a room, the first officer enters taking the path of least resistance and the second goes along the wall in the opposite direction. A strong wall line of security is established before there is additional movement into the room.12

If shooting is heard while conducting the searches, get back into the diamond formation and move to the threat.

NOTE: Show slide, “Four Man Entry.”

J. Dealing with Explosives

NOTE: Show slide, “Dealing with Explosives.”

1. If explosives are discovered during the response, they should not totally stop the progress of a contact or rescue team. Common sense is the key. Most devices that may be encountered are light and are usually “throw initiated.” If a suspect throws a lighted device at you, do not freeze, keep moving and get out of the way. Chances are if you keep moving in the direction of the suspect, you will create the most distance between you and the device.

2. Other devices will have to be initiated by movement - a timer, trip wire, radio transmission, or remote control. So this means do not touch them, stop around them, or transmit near them. The best course of action is to respect the potential danger of the device and keep moving.

NOTE: Show NCJA video, Rapid Deployment: Immediate Response to the Active Shooter (36 minutes).
III. Conclusions

A. Summary

Following the tragedy at Columbine, the Governor of Colorado appointed a commission to examine all aspects of their response. From the report came a number of recommendations. The first one mentioned was:

“Law enforcement policy and training should emphasize that the highest priority of law enforcement officers, after arriving at the scene of a crisis, is to stop any ongoing assault. All law enforcement officers who may be first responders at a crisis, and all school resource officers should be trained in concepts and skills of rapid emergency deployment, . . .”

Columbine was a worst-case scenario. It is important to study this situation and others when developing new strategies for dealing with an active shooter. The techniques taught in this class were formulated after an extensive study of a number of these violent encounters. In all critical situations, quick, controlled, and appropriate responses will minimize the chaos and save lives.

NOTE: Show slide, “Review Training Objectives.”

B. Questions

NOTE: Show slide, “Questions?”

C. Closing Statement

No technique or tactic will ever replace the need for common sense and good judgment. In most situations, existing departmental procedures will have to be modified to empower officers to use the techniques discussed during this block of instruction. The measuring stick has been established and the method for change is available. As a law enforcement community we must embrace the necessary changes and train all officers to respond appropriately.

NOTE: Show slide, “Welcome To . . .”

NOTE: Show slide, “Practical Exercise.”

NOTE: Give the students instructions for the practical exercise. Tell them the location, equipment needed, and reporting time.
NOTES


5 Ibid.

6 Trump and Lavarello, 1.


8 Vossekuil, Reddy and Fein, 6.

9 Ibid.

10 Ibid., 3.


12 Ibid., 270.