

# Active Shooter

Facilitator Guide

## Session Overview

<b>MEDIA</b> – Columbine Audio	05m
Study Session Review– 4 Questions	10m
Lecture – History	10m
Lecture – Our Goals in Active Shooter Situations	05m
<b>MEDIA</b> – Columbine Video	05m
Discussion – Mindset and Balance Test	05m
Discussion – Stats & Trends (Stopwatch of Death)	10m
<b>End of Session / Break</b>	<b>05m</b>

**Total Session Time: 1 hour**

### **Main Topics of Session:**

- *Review of Columbine Incident*
- *Active Shooter Stats & Trends*
- *Patrol Goals in Active Shooter Call*
- *Dynamic vs. Static Situation*
- *Department Policy*

### **Facilitators Needed: 1(PP)**

**Location: Classroom**

### **Materials Needed:**

- *PowerPoint - Active Shooter*
- *MEDIA (5 min) - Columbine 9-1-1 Audio*
- *MEDIA (4 min) - Columbine Massacre*

### **Students Should Already Have:**

**[THUMB DRIVE]**

- *Book (16 pages) - School Violence*
- *Book (33 pages) - Active Shooter Response Options*
- *HANDOUT - Active Shooter Poster for School Staff*
- *HANDOUT - Stopwatch of Death*



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Slide 1

**MEDIA (5 min) - Columbine 9-1-1 Audio**

Play this audio file as a way to start the class and grab student's attention.

## OVERVIEW

This hour class will define the active shooter/ active killer, differentiate static v. dynamic situations, discuss officer mindset, roles, and responsibilities and the balance test. There will be also a class discussion on questions in the information provided in their active shooter resource guide.

## LEARNING OBJECTIVES

- Define 'Active Shooter'
- Discuss facts and details regarding active shooter events gathered from various sources
- Compare and contrast static and dynamic tactical problems and explain the philosophy used in the approaches to each
- Discuss the mindset and tactics needed to address this kind of situation
- Define terminology associated with tactical teams and formations used in active shooter responses
- Describe the roles and responsibilities of contact, rescue and containment teams



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Slide 2



**QTC:** What do these people have in common?

**AR:** They were all Active Shooters /Active Killers.

Slide 3

"I wanna break the current shooting record. I wanna get instant recognition. The only thing that stops me is the fact of being put in jail forever, or having to kill myself, or getting killed by an officer. I could kill anyone without feeling sorry because society sucks!!!"

- Lee Billi



## SAY TO CLASS

A 16-Year old boy was arrested after notebook retrieved from his locker at Penn High School stated He and a 33 year old possible accomplice, Lee Billi, were charged with conspiracy. Trial is Pending.

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## Slide 4

**Study Session Discussion**

1. Traditional Response vs. Active Shooter Response
2. Dynamic vs. Static Situation
3. 5 tactical and 5 emotional considerations
4. Your contact team forces an armed suspect into a classroom. Explain when your team will enter the room. When will you stop and hold your ground?



**DISCUSSION** - four questions from the Study Session in the Module Study Guide

**QTC:** (1) How does the law enforcement response to an Active Shooter/Active Killer situation differ from the traditional response to other critical incidents?

**QTC:** (2) Compare and contrast the police response options to a dynamic situation vs. a static situation.

**QTC:** (3) List 5 tactical and 5 emotional considerations in initiating Rapid Intervention during an Active Shooter/Active Killer incident.

**QTC:** (4) Your contact team forces an armed suspect into a classroom. Explain when your team will enter the room. When will you stop and hold your ground?



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**Slide 5**

*A suspect is considered an Active Shooter if he/she is actively killing or demonstrating their intent to continuously cause serious physical injury.*

*The Active Killer has access to additional potential victims and has a willingness to harm others until stopped by the police or their own suicide.*

**SAY TO CLASS**

What is an Active Shooter?

An Active Shooter is defined as:

- A suspect is considered an Active Shooter if he/she is actively killing or demonstrating their intent to continuously cause serious physical injury.
- The Active Killer has access to additional potential victims and has a willingness to harm others until stopped by the police or their own suicide.

An ONGOING, dynamic situation in progress.

Definitions are from various sources: NTOA, Seattle PD Rapid Intervention, Kirkland PD Active Shooter, Tukwila PD Rapid Deployment, Spokane PD Active Shooter, InSights Training Center Active Shooter Response

Their overriding objective appears to be that of mass murder, rather than some other criminal conduct.

In most cases some type of firearm is used, however, the Active Shooter may also use a car, knife, sword, or any other type of weapon.

You hear or see the actions of the suspect upon your arrival, or you see the immediate aftermath of their actions. The suspect is actively engaged in trying to hurt others, are hurting others or appear they will be hurting others by inflicting serious, great bodily injury or death. Suspect(s) will potentially have access to large numbers of victims.

- Defining “Active Shooter”




**Active Shooter**

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## Slide 6

**The Texas Tower**


- Generally accepted as the first Active Shooter incident
- August 1, 1966
- Charles Joseph Whitman
  - Former Marine
  - 3 rifles, 3 handguns, 1 shotgun
  - Food, water, radio, binoculars
  - 1000's of rounds of ammunition



## Slide 7

**The Texas Tower**


- 27<sup>th</sup> Floor observation deck of the Texas Tower on the campus of the University of Texas
- 96 minutes
- 15 dead (including 1 officer)
- 31 wounded



## Slide 8

**The Texas Tower**

- Police had no plan
- Police borrowed rifles from citizens
- 5 officers/1 citizen made it to the observation deck
- Whitman shot and killed by two officers


**SAY TO CLASS**

Whitman obviously had a plan.

100's of potential victims and he was shooting victims as far as 400-600 yards away.

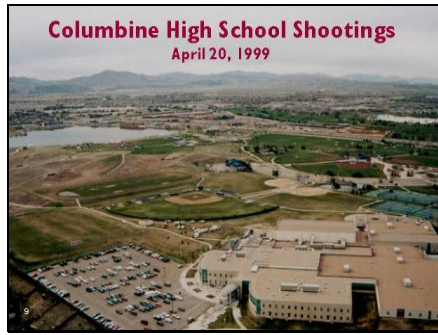
Five officers and a citizen realized what needed to be done to stop the action of Whitman. They realized that an aggressive, proactive action was needed. The incident was finally resolved by two of the patrol officers who were initially working independently. They had no portable radios, no specialized training and no pre-made plan or tactic. However, they knew what had to be done and did it.



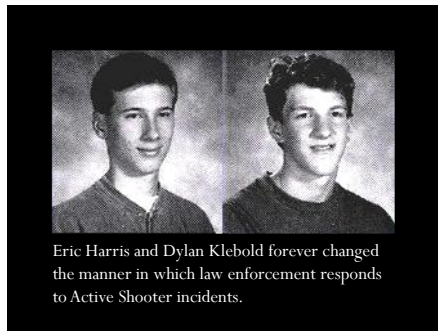
# Active Shooter

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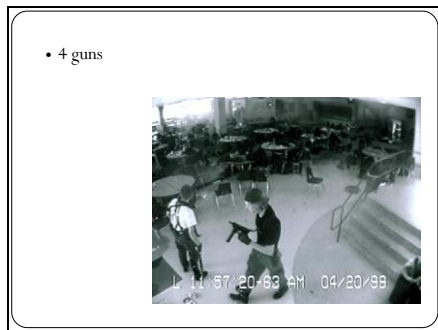


Slide 10



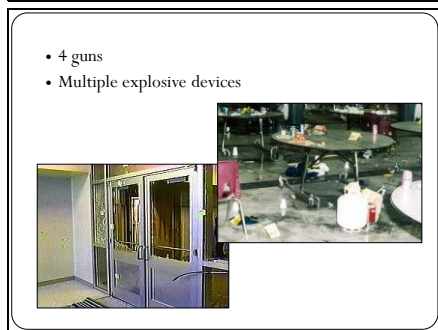
**PHOTO:** Suspects Harris and Klebold, high school yearbook photos.

Slide 11



**PHOTO:** Columbine suspects in the cafeteria during the shooting rampage.

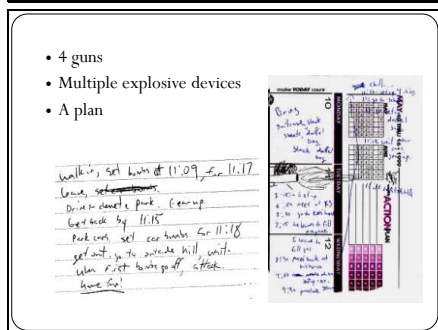
Slide 12



**PHOTO #1:** Damage to the high school.

**PHOTO #2:** A propane tank bomb left in the cafeteria.

Slide 13



**Active Shooter**

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**SAY TO CLASS**

Klebold brought a Tec-9 semi-auto pistol and a sawed off shotgun. Harris brought a 9mm carbine rifle and a sawed off shotgun. In all 188 shots were fired by both of them: 121 shots from Harris and 67 shots by Klebold.

30 devices exploded at the school: 13 outside of the school and 17 inside the school.

46 devices were found unexploded at the school: 2 outside and 44 inside.

12 unexploded devices were found in Klebold's vehicle, one in Harris' vehicle. Six unexploded devices were found at Klebold's residence and two were found at Harris' residence.

Two explosive diversionary devices were set in a greenbelt area about 2 ½ miles away.

All of the above included two 20-lb. propane tank bombs, pipe bombs and CO<sup>2</sup> cartridge bombs. Some of the explosive devices contained multiple explosive components and were counted as one device. For example, one of the large 20-lb. Propane tank bombs contained multiple components (other attached explosives) but was counted as one.

**PLAN PHOTO #1: Klebold's written plan...**

Walk in, set bombs at 11:09, for 11:17

Leave

Drive to Clement Park. Gear up.

Get back by 11:15

Park cars set car bombs for 11:18

Get out, go to outside hill, wait.

When first bombs go off, attack.

Have Fun!

**PLAN PHOTO #2: Harris' written plan...**

5:00 Get up

6:00 Meet at KS

7:00 go to Reb's house

7:15 he leaves to fill propane

I leave to fill gas

8:30 Meet back at his house

9:00 made d. bag set up car

9:30 practice gear ups

Chill

10:30 Set up 4 things

11: go to school

11:10 set up duffel bags

11:12 wait near cars, gear up

11:16 HAHAHA

- Columbine Overview

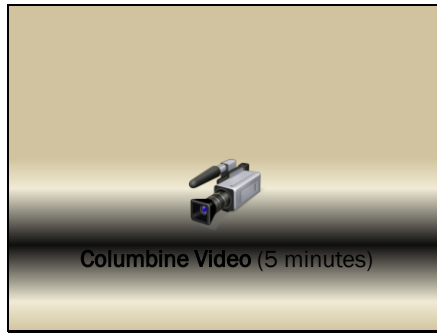




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Slide 14

**MEDIA (4 min) - Columbine Massacre**

Play this video file.

Slide 15

**PHOTO:** Deceased suspects Klebold and Harris.**SAY TO CLASS**

Harris and Klebold alternate positions between the Library and the Cafeteria. They take their own lives after firing several times at responding police units from a library window.

**IMPORTANT POINT**

THEY WERE IN CONTROL OF DETERMINING WHEN THE INCIDENT WOULD STOP.

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## DISCUSSION -Not Just Schools


Active Shooter incidents occur in places other than schools

**QTC:** Where are some other prime targets/locations for active shooters to strike?


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### Washington State Shootings


- Feb 1996: Frontier JHS, Moses Lake
- Nov 1999: Todd Shipyard
- Mar 2004: Miller Community Center
- Nov 2005: Tacoma Mall Shooting
- Mar 2006: Capital Hill Massacre
- Jul 2006: Jewish Federation



Jewish Federation Victim



Weapons Recovered from Capital Hill Shooter



Tacoma Mall Shooter Arrested


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**Active Shooter Incidents Are Not Limited To The U.S.A.**

- Ikeda, Japan
- June 8, 2001
- Suspect entered an Elementary School with a knife
- 8 dead, 21 wounded


**PHOTO:** Suspect Takuma**SAY TO CLASS**

Ikeda, Japan. Ikeda Elementary School, June 8, 2001, 1020 am. Suspect Mamoru Takuma suffering from mental illness and having a history of suicide attempts climbs through a second floor balcony door to kill the children in the school. Takuma stated he did this because he could not kill himself and felt that if he killed the children then Japan would have to give him the death penalty.


He was armed with a large 6” knife and walked from classroom to classroom cutting and stabbing young children. Eight children died during the attack, another 21 were wounded. Takuma was subdued and stopped by school staff members.

- Japan Incident Overview

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**Active Shooter Incidents Are Not Limited To The U.S.A.**


- Erfurt, Germany
- April 27, 2002
- Expelled student returns to his high school with a handgun and a shotgun
- 16 dead, 10 wounded
- Most dead were shot in the head


**PHOTO:** Students evacuating from area of High School.

Slide 20

**Active Shooter Incidents Are Not Limited To The U.S.A.**

- Sana, Yemen
- March 30, 1997
- Man opens fire at two schools with an assault rifle
- 8 dead
- Sentenced to death the following day
- Executed the next week


**PHOTO:** Yemen skyline.

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## Slide 21

The primary mission of the patrol officer using the Rapid Deployment Technique is to

***locate and stop***

the threat as soon as possible.

**NOTE TO FACILITATOR**

Discuss how department policy factors into response to these kinds of calls.

## Slide 22

**The 'Stopwatch of Death'**

Incident	Year	Duration	Murder Attempts	Attempts Per Min
San Ysidro	1984	70 min	40	.6
Columbine	1999	17 min	35	2.1
Virginia Tech	2007	7 min	55	7.9
Northern Illinois	2008	2 min	24	12

**SAY TO CLASS**

Stopwatch of Death factor:

Number of murder attempts / Number of minutes = X (factor)

- 1 attempt per 105 seconds
- 1 attempt per 29 seconds
- 1 attempt per 7 seconds
- 1 attempt per 5 seconds

- Stopwatch of Death



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## DISCUSSION - Decisions to Make

**QTC:** When is the right time to launch? When should we go in and stop the threat immediately?

AR:

- AS in sight
- Dynamic intelligence from escaping victims that AS is still engaged
- Dynamic intelligence from Dispatch that AS is still engaged
- Shots or other sounds that lead officers to believe that AS is still engaged can be heard

**QTC:** When should we stop/wait?

AR:

- AS is trapped or cornered in a location where officers reasonably believe that they don't have access to victims
- After making entry there is no dynamic intelligence indicating the location or condition of the AS
- AS has fled the location
- AS has surrendered
- Officers reasonably believe that AS has committed suicide
- AS has taken a hostage or hostages and is no longer actively engaged in killing

**QTC:** What are some other considerations for us to resolve?

AR:

- Minimum number of Officers for entry
  - Is there?
  - Should there be?
- Tactics
  - Hostage rescue speed
  - Shoulder to shoulder or file depending on size of hallway
  - Covering threat areas during movement



## IMPORTANT POINT

Rapid Deployment Technique **"SHOULD NOT"** be used as a substitute for conventional response tactics to a....

- Barricaded Subject,
- Hostage Situation, or
- Warrant Service



## END OF SESSION

